Title of Instructional Materials: Holt, McDougal Algebra II

Grade Level: Algebra II

Summary of Holt, McDougal Algebra II

Overall Rating: Weak (1-2)	Important Mathematical Ideas: Weak (1-2)	
☐ Moderate (2-3)	☐ Moderate (2-3)	
Strong (3-4)		
Summary / Justification / Evidence:		
Lacking a little in depth of understanding and only skimmed on a few	Summary / Justification / Evidence:	
of the standards	Real-world connections of mathematical ideas are not completely	
	embedded in the text	
Skills and Procedures: Weak (1-2)	Mathematical Relationships: Weak (1-2)	
Moderate (2-3)	Moderate (2-3)	
Strong (3-4)	\boxtimes Strong (3-4)	
Summary / Justification / Evidence:	Summary / Justification / Evidence:	
Generally good, but some skills were not well connected	Adequate connections integrated and made outside of mathematics	

aning of a problem and looking for entry points to its solution. They analyze e form and meaning of the solution and plan a solution pathway rather than and try special cases and simpler forms of the original problem in order to hange course if necessary. Older students might, depending on the context of on their graphing calculator to get the information they need. The uations, verbal descriptions, tables, and graphs or draw diagrams of the trends. Younger students might rely on using concrete objects or pictures to check their answers to problems using a different method, and they expressed approaches of others to solving complex problems and identify
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): not well connected to real-world
e i

Overall Rating:

 $\square 1$ $\square 2$ $\boxtimes 3$ $\square 4$

Summary / Justification / Evidence:
Through the "think and discuss", problem solving strategies and end of example "check"'s students are led to persevere

2. Reason abstractly and quantitatively.			
Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to			
bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and			
manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize,			
to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits o			
creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to			
compute them; and knowing and flexibly using different properties of operat	tions and objects.		
Indicate the chapter(s), section(s), and/or page(s) reviewed: Portions of the domain, cluster, and standard that are missing			
Chapters 5-8	or not well developed in the instructional materials (if any):		
•			
Summary / Justification / Evidence			
Summary / Justification / Evidence:	Overall Pating:		
Summary / Justification / Evidence:	Overall Rating:		

3. Construct viable arguments and critique the reasoning of other	rs.	
Mathematically proficient students understand and use stated assumptions,	definitions, and previously establi	shed results in constructing arguments.
They make conjectures and build a logical progression of statements to explo	ore the truth of their conjectures. T	They are able to analyze situations by
breaking them into cases, and can recognize and use counterexamples. They	justify their conclusions, commun	icate them to others, and respond to the
arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose.		
Mathematically proficient students are also able to compare the effectiveness		
which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such		
objects, drawings, diagrams, and actions. Such arguments can make sense an		e e e e e e e e e e e e e e e e e e e
grades. Later, students learn to determine domains to which an argument ap	•	sten or read the arguments of others, deci
whether they make sense, and ask useful questions to clarify or improve the		
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Portions of the domain, clus	ster, and standard that are missing
ch. 2, 5-8	or not well developed in the	e instructional materials (if any):
Summary / Justification / Evidence:		
	Overall Rating:	$\square 1$ $\square 2$ $\square 3$ $\boxtimes 4$

4. Model with mathematics.			
Mathematically proficient students can apply the mathematics they know to	solve problems arising in everyday life, society, and the workplace. In early		
grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning			
plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function t			
describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making			
assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important			
quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can			
analyze those relationships mathematically to draw conclusions. They routing	ely interpret their mathematical results in the context of the situation and		
reflect on whether the results make sense, possibly improving the model if it has not served its purpose.			
Indicate the chapter(s), section(s), and/or page(s) reviewed: Portions of the domain, cluster, and standard that are missing			
ch.2, 5-8	or not well developed in the instructional materials (if any):		
Summary / Justification / Evidence:			
	Overall Rating : $\Box 1 \Box 2 \Box 3 \Box 4$		

5. Use appropriate tools strategically.			
Mathematically proficient students consider the available tools when solving amathematical problem. These tools might include pencil and paper,			
concretemodels, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system,a statistical package, or dynamic geometry software.			
Proficient students aresufficiently familiar with tools appropriate for their grade or course to make sounddecisions about when each of these tools migh			
be helpful, recognizing both theinsight to be gained and their limitations. For example, mathematically proficienthigh school students analyze graphs of			
functions and solutions generated using agraphing calculator. They detect possible errors by strategically using estimationand other mathematical			
knowledge. When making mathematical models, they knowthat technology can enable them to visualize the results of varying assumptions, explore			
consequences, and compare predictions with data. Mathematicallyproficient	<u> </u>	•	
externalmathematical resources, such as digital content located on a website	, and use themto pose or solve	problems. They are able to use technological	
tools to explore anddeepen their understanding of concepts.			
Indicate the chapter(s), section(s), and/or page(s) reviewed: Portions of the domain, cluster, and standard that are missing			
ch.5-8	or not well developed in the instructional materials (if any):		
	-		
Summary / Justification / Evidence:			
	Overall Rating:	$\Box 1 \Box 2 \Box 3 \boxtimes 4$	
	1		

6. Attend to precision.			
Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own			
reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about			
specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently,			
express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated			
explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.			
Indicate the chapter(s), section(s), and/or page(s) reviewed:	e chapter(s), section(s), and/or page(s) reviewed: Portions of the domain, cluster, and standard that are missing		
ch.5-8	or not well developed in the instructional materials (if any):		
Summary / Justification / Evidence:			
bulling / Justineution / Evidence.	Overall Rating: $\Box 1 \Box 2 \boxtimes 3 \Box 4$		

7. Look for and make use of structure.			
Mathematically proficient students look closely to discern a pattern or struct	ture. Young students, for example, might notice that three and seven more		
the sameamount as seven and three more, or they may sort a collection of shapes accordingto how many sides the shapes have. Later, students will see			
$^{\circ}$ — 8 equals thewell-remembered 7 $^{\circ}$ — 5 + 7 $^{\circ}$ — 3, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older			
students can see the 14 as 2 °— 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of			
drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can seecomplicated things, such as			
some algebraic expressions, as single objects or asbeing composed of several objects. For example, they can see $5 - 3(x - y)2$ as 5minus a positive number			
times a square and use that to realize that its value cannotbe more than 5 for any real numbers x and y.			
Indicate the chapter(s), section(s), and/or page(s) reviewed: Portions of the domain, cluster, and standard that are missing			
ch.5-8	or not well developed in the instructional materials (if any):		
Summary / Justification / Evidence:			
	Overall Rating : $\Box 1 \Box 2 \Box 3 \Box 4$		
	1		

8. Look for and express regularity in repeated reasoning.			
Mathematically proficient students notice if calculations are repeated, and lookboth for general methods and for shortcuts. Upper elementary students			
mightnotice when dividing 25 by 11 that they are repeating the same calcula			
paying attention to the calculation of slope as they repeatedly check whether			
might abstract the equation $(y-2)/(x-1)=3$. Noticing the regularity in the way terms cancel when expanding $(x-1)(x+1)$, $(x-1)(x^2+x+1)$, and $(x-1)(x+1)$			
$1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient			
students maintain oversight of the process, whileattending to the details. The			
indicate the chapter(s), section(s), and/or page(s) reviewed: Portions of the domain, cluster, and standard that are miss			
ch.5-8	or not well developed in the instructional materials (if any):		
Summary / Justification / Evidence:			
	Overall Rating : $\square 1 \square 2 \square 3 \square 4$		

Domain: The ComplexNumber System	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.	
Standard:	standard are met. Cite examples irom the materials.	
N.CN.1	Important Mathematical Ideas: $\Box 1$ $\Box 2$ $\Box 3$ $\boxtimes 4$ Skills and Procedures: $\Box 1$ $\Box 2$ $\Box 3$ $\boxtimes 4$	
Know there is a complex number i such that i2 = -1, and every complex number has the form a + bi with a and b real.	Mathematical Relationships:	
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	Summary / Justification / Evidence:	
Indicate the chapter(s), section(s), and/or page(s) reviewed:		
sect. 5.5	Overall Rating:	

Domain:	Summary and documentation of how the domain, cluster, and		
The Complex Number System	standard are met. Cite examples from the materials.		
Standard: N.CN.2	Important Mathematical Ideas:		
IV.CIV.Z	Skills and Procedures:		
	Mathematical Relationships:		
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	Summary / Justification / Evidence:		
Indicate the chapter(s), section(s), and/or page(s) reviewed: sect. 5.9	Overall Rating:		

Domain:	Summary and documentation of how the domain, cluster, and	
The Complex Number System	standard are met. Cite examples from the materials.	
Standard:		
	Important Mathematical Ideas:	<u> </u>
N.CN.7	Skills and Procedures:	☐1 ☐2 ☐3 ☑4
	Mathematical Relationships:	$\square 1$ $\square 2$ $\square 3$ $\boxtimes 4$
Portions of the domain, cluster, and standard that are missing	Summary / Justification / Evidence:	
or not well developed in the instructional materials (if any):		
Indicate the chapter(s), section(s), and/or page(s) reviewed:		
sect. 5.5-5.6, 6.6	Overall Rating:	☐1 ☐2 ☐3 ☐4

Domain:	Summary and documentation of how the domain, cluster, and
The Complex Number System	standard are met. Cite examples from the materials.
N.CN.8(+)	Important Mathematical Ideas:
	Skills and Procedures:
	Mathematical Relationships:
Portions of the domain, cluster, and standard that are missing	Summary / Justification / Evidence:
or not well developed in the instructional materials (if any):	not well developed and only could find one example
Indicate the chapter(s), section(s), and/or page(s) reviewed:	
sect. 6.6	Overall Rating: 1 \(\sum 2 \) \(\sum 3 \) \(\sum 4 \)

Domain:	Summary and documentation of how the domain, cluster, and
The Complex Number System	standard are met. Cite examples from the materials.
Standard:	Important Mathematical Ideas: 1 2 3 4
N.CN.9(+)	Skills and Procedures: $\Box 1 \Box 2 \Box 3 \boxtimes 4$
	Mathematical Relationships:
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed:	
sect. 6.6	Overall Rating : $\Box 1 \Box 2 \Box 3 \boxtimes 4$

Domain:	Summary and documentation of	how the domain, cluster, and
Seeing Structure in Expressions	standard are met. Cite examples	from the materials.
Standard:		
	Important Mathematical Ideas:	$\square 1$ $\square 2$ $\boxtimes 3$ $\square 4$
A.SSE.1a		
	Skills and Procedures:	$\square 1$ $\boxtimes 2$ $\square 3$ $\square 4$
	Mathematical Relationships:	$\square 1$ $\boxtimes 2$ $\square 3$ $\square 4$
Portions of the domain, cluster, and standard that are missing	Summary / Justification / Eviden	ice:
or not well developed in the instructional materials (if any):	could not find rational expressions	
Indicate the chapter(s), section(s), and/or page(s) reviewed:		
p. 27, 331, 490-496, section 6.1	Overall Rating:	<u> </u>

Domain:	Summary and documentation of	how the domain, cluster, and
Seeing Structure in Expressions	standard are met. Cite examples	from the materials.
Standard:		
	Important Mathematical Ideas:	$\square 1 \square 2 \boxtimes 3 \square 4$
A.SSE.1b		
	Skills and Procedures:	$\square 1 \boxtimes 2 \square 3 \square 4$
	Mathematical Relationships:	$\square 1$ $\square 2$ $\boxtimes 3$ $\square 4$
Portions of the domain, cluster, and standard that are missing	Summary / Justification / Eviden	ce:
or not well developed in the instructional materials (if any):	could not find rational expressions	
	_	
Indicate the chapter(s), section(s), and/or page(s) reviewed:		
p. 27, 331, 490-496, section 6.2	Overall Rating:	<u>1</u> <u>2</u> <u>3</u> <u>4</u>

Domain:	Summary and documentation of	how the domain, cluster, and
Seeing Structure in Expressions	standard are met. Cite examples	from the materials.
Standard:		
	Important Mathematical Ideas:	$\square 1 \boxtimes 2 \square 3 \square 4$
A.SSE.2		
	Skills and Procedures:	$\square 1 \boxtimes 2 \square 3 \square 4$
	Mathematical Relationships:	$\square 1 \boxtimes 2 \square 3 \square 4$
Portions of the domain, cluster, and standard that are missing	Summary / Justification / Eviden	ice:
or not well developed in the instructional materials (if any):	skill driven	
Indicate the chapter(s), section(s), and/or page(s) reviewed:		
p. 27-32, 430-435, section 5.3	Overall Rating:	☐1

Domain:	Summary and documentation of how the domain, cluster, and
Seeing Structure in Expressions	standard are met. Cite examples from the materials.
Standard: A.SSE.4	Important Mathematical Ideas: $\Box 1$ $\Box 2$ $\Box 3$ $\Box 4$ Skills and Procedures: $\Box 1$ $\Box 2$ $\Box 3$ $\Box 4$ Mathematical Relationships: $\Box 1$ $\Box 2$ $\Box 3$ $\Box 4$
Portions of the domain, cluster, and standard that are missing	Summary / Justification / Evidence:
or not well developed in the instructional materials (if any):	Jammary , Justineación / Evidencei
Indicate the chapter(s), section(s), and/or page(s) reviewed: p. 893-897, 914-916	Overall Rating:

Domain:	Summary and documentation of how the domain, cluster, and
Arithmetic with Polynomials and Rational Expressions	standard are met. Cite examples from the materials.
Standard: A.APR.1	Important Mathematical Ideas: $\Box 1$ $\Box 2$ $\Box 3$ $\Box 4$ Skills and Procedures: $\Box 1$ $\Box 2$ $\Box 3$ $\Box 4$ Mathematical Relationships: $\Box 1$ $\Box 2$ $\Box 3$ $\Box 4$
Doutions of the domain sluster and standard that are missing	
Portions of the domain, cluster, and standard that are missing	Summary / Justification / Evidence:
or not well developed in the instructional materials (if any):	closure in the student supplement only
Indicate the chapter(s), section(s), and/or page(s) reviewed:	
p. 406-420, 474-483, 563-565	Overall Rating:

Domain:	Summary and documentation of how the domain, cluster, and
Arithmetic with Polynomials and Rational Expressions	standard are met. Cite examples from the materials.
Standard: A.APR.2	Important Mathematical Ideas: $\Box 1$ $\Box 2$ $\Box 3$ $\Box 4$ Skills and Procedures: $\Box 1$ $\Box 2$ $\Box 3$ $\Box 4$ Mathematical Relationships: $\Box 1$ $\Box 2$ $\Box 3$ $\Box 4$
Portions of the domain, cluster, and standard that are missing	Summary / Justification / Evidence:
or not well developed in the instructional materials (if any):	
Indicate the chapter(s), section(s), and/or page(s) reviewed: p. 422-435, 445-451	Overall Rating:

Domain:	Summary and documentation of how the domain, cluster, and
Arithmetic with Polynomials and Rational Expressions	standard are met. Cite examples from the materials.
Standard: A.APR.3	Important Mathematical Ideas:
	Mathematical Relationships: 1 \(\sum 2 \) 1 \(\sum 3 \) 4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	Summary / Justification / Evidence: not much on graphing by hand and not well developed
Indicate the chapter(s), section(s), and/or page(s) reviewed:	
sect. 6.4-6.7, p. 457	Overall Rating: 1 \(\sum 2 \) \(\sum 3 \) \(\sum 4 \)

Domain:	Summary and documentation of how the domain, cluster, and
Arithmetic with Polynomials and Rational Expressions	standard are met. Cite examples from the materials.
Standard: A.APR.4	Important Mathematical Ideas: \(\textstyle 1 \) \(\textstyle 2 \) \(\textstyle 3 \) \(\textstyle 4 \) Skills and Procedures: \(\textstyle 1 \) \(\textstyle 2 \) \(\textstyle 3 \) \(\textstyle 4 \) Mathematical Relationships: \(\textstyle 1 \) \(\textstyle 2 \) \(\textstyle 3 \) \(\textstyle 4 \)
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	Summary / Justification / Evidence: no proving of identities
Indicate the chapter(s), section(s), and/or page(s) reviewed: sect. 6.2-6.4	Overall Rating:

Domain:	Summary and documentation of how the domain, cluster, and
Arithmetic with Polynomials and Rational Expressions	standard are met. Cite examples from the materials.
Standard: A.APR.5(+)	Important Mathematical Ideas:
	Mathematical Relationships:1234
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	Summary / Justification / Evidence: only states the binomial expansion and does not develop it
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Overall Bating
sect. 6.2, 11.6	Overall Rating : $1 2 3 4$

Domain:	Summary and documentation of how the domain, cluster, and
Arithmetic with Polynomials and Rational Expressions	standard are met. Cite examples from the materials.
Standard: A.APR.6	Important Mathematical Ideas: $\Box 1$ $\Box 2$ $\Box 3$ $\Box 4$ Skills and Procedures: $\Box 1$ $\Box 2$ $\Box 3$ $\Box 4$ Mathematical Relationships: $\Box 1$ $\Box 2$ $\Box 3$ $\Box 4$
Portions of the domain, cluster, and standard that are missing	Summary / Justification / Evidence:
or not well developed in the instructional materials (if any):	not developed with graphing calculators in mind
Indicate the chapter(s), section(s), and/or page(s) reviewed: sect. 6.3, 8.2-8.4	Overall Rating:

Domain:	Summary and documentation of how the domain, cluster, and
Arithmetic with Polynomials and Rational Expressions	standard are met. Cite examples from the materials.
Standard: A.APR.7(+)	Important Mathematical Ideas: $\Box 1$ $\boxtimes 2$ $\Box 3$ $\Box 4$ Skills and Procedures: $\Box 1$ $\boxtimes 2$ $\Box 3$ $\Box 4$
	Mathematical Relationships:
Portions of the domain, cluster, and standard that are missing	Summary / Justification / Evidence:
or not well developed in the instructional materials (if any):	only found in the supplement, closure is in the supplement
Indicate the chapter(s), section(s), and/or page(s) reviewed:	
CC1-CC4, p. 577-590, 642-643	Overall Rating : $\Box 1 \Box 2 \Box 3 \Box 4$

Domain:	Summary and documentation of how the domain, cluster, and	d
Creating Equations	standard are met. Cite examples from the materials.	
Standard:		
	Important Mathematical Ideas: 1 2 3 4	
A.CED.1		
	Skills and Procedures: $\Box 1 \Box 2 \Box 3 \boxtimes 4$	
	Mathematical Relationships: 1 2 3 4	
Portions of the domain, cluster, and standard that are missing	Summary / Justification / Evidence:	
or not well developed in the instructional materials (if any):		
Indicate the chapter(s), section(s), and/or page(s) reviewed:		
p. 94-103, 150-156, 600-607, 333-373, 438-528, 522	Overall Rating : $\Box 1 \Box 2 \Box 3 \boxtimes 4$	

Domain:	Summary and documentation of how the domain, cluster, and
Creating Equations	standard are met. Cite examples from the materials.
Standard:	
	Important Mathematical Ideas: 1 2 3 4
A.CED.2	
	Skills and Procedures:
	<u> </u>
	Mathematical Relationships: 1 2 3 4
Portions of the domain, cluster, and standard that are missing	Summary / Justification / Evidence:
or not well developed in the instructional materials (if any):	embedded throughout the book
Indicate the chapter(s), section(s), and/or page(s) reviewed:	
ch. 1-8	Overall Rating : $\square 1 \square 2 \square 3 \square 4$

Domain:	Summary and documentation of how the domain, cluster, and
Creating Equations	standard are met. Cite examples from the materials.
Standard: A.CED.3	Important Mathematical Ideas: $\boxed{1}$ $\boxed{2}$ $\boxed{3}$ $\boxed{4}$ Skills and Procedures: $\boxed{1}$ $\boxed{2}$ $\boxed{3}$ $\boxed{4}$ Mathematical Relationships: $\boxed{1}$ $\boxed{2}$ $\boxed{3}$ $\boxed{4}$
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	Summary / Justification / Evidence: embedded throughout the text
Indicate the chapter(s), section(s), and/or page(s) reviewed: ch.1-8	Overall Rating:

Domain:	Summary and documentation of how the domain, cluster, and
Creating Equations	standard are met. Cite examples from the materials.
Standard:	
A.CED.4	Important Mathematical Ideas:
A.CED.4	Skills and Procedures: \\\ \Boxed{1} \Boxed{1} \Boxed{3} \Boxed{4}
	Mathematical Relationships:
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed:	
p. 689	Overall Rating : $\Box 1 \Box 2 \Box 3 \Box 4$

Domain:	Summary and documentation of how the domain, cluster, and
Reasoning with Equations and Inequalities	standard are met. Cite examples from the materials.
Standard: A.REI.2	Important Mathematical Ideas:
Double as of the demain elector and standard that are missing	Mathematical Relationships: 1 2 3 4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed: p. 600-609, 628-649	Overall Rating:

Domain:	Summary and documentation of how the domain, cluster, and
Reasoning with Equations and Inequalities	standard are met. Cite examples from the materials.
Standard: A.REI.11	Important Mathematical Ideas: $\Box 1$ $\Box 2$ $\Box 3$ $\boxtimes 4$ Skills and Procedures: $\Box 1$ $\Box 2$ $\Box 3$ $\boxtimes 4$
	Mathematical Relationships: ☐1 ☐2 ☐3 ☐4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	Summary / Justification / Evidence: mostly found in the student supplement
Indicate the chapter(s), section(s), and/or page(s) reviewed: CC6-CC9, p. 438-442, 447-448, 524-525	Overall Rating:

Domain:	Summary and documentation of how the domain, cluster, and
Interpreting Functions	standard are met. Cite examples from the materials.
Standard: F.IF.4	Important Mathematical Ideas: $\Box 1$ $\Box 2$ $\Box 3$ $\Box 4$ Skills and Procedures: $\Box 1$ $\Box 2$ $\Box 3$ $\Box 4$ Mathematical Relationships: $\Box 1$ $\Box 2$ $\Box 3$ $\Box 4$
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed: Ch. 6-8	Overall Rating:

Domain:	Summary and documentation of how the domain, cluster, and
Interpreting Functions	standard are met. Cite examples from the materials.
Standard: F.IF.5	Important Mathematical Ideas: $\Box 1$ $\Box 2$ $\Box 3$ $\Box 4$ Skills and Procedures: $\Box 1$ $\Box 2$ $\Box 3$ $\Box 4$ Mathematical Relationships: $\Box 1$ $\Box 2$ $\Box 3$ $\Box 4$
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed: ch.1, 5, 7, 8, 9, 11	Overall Rating:

Domain:	Summary and documentation of how the domain, cluster, and
Interpreting Functions	standard are met. Cite examples from the materials.
Standard: F.IF.6	Important Mathematical Ideas:
	Mathematical Relationships: ☐1 ☐2 ☐3 ☐4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	Summary / Justification / Evidence: mostly in student supplement
Indicate the chapter(s), section(s), and/or page(s) reviewed:	
CC10-CC17, p. 105-123	Overall Rating :

Domain:	Summary and documentation of how the domain, cluster, and
Interpreting Functions	standard are met. Cite examples from the materials.
Standard:	
	Important Mathematical Ideas: $\Box 1 \Box 2 \Box 3 \boxtimes 4$
F.IF.7b	
	Skills and Procedures: $\Box 1 \Box 2 \Box 3 \Box 4$
	Mathematical Relationships: $\Box 1 \Box 2 \Box 3 \boxtimes 4$
Portions of the domain, cluster, and standard that are missing	Summary / Justification / Evidence:
or not well developed in the instructional materials (if any):	
Indicate the chapter(s), section(s), and/or page(s) reviewed:	
p. 158, 620-621, 662, 666	Overall Rating : $\Box 1 \Box 2 \Box 3 \boxtimes 4$

Domain:	Summary and documentation of how the domain, cluster, and
Interpreting Functions	standard are met. Cite examples from the materials.
Standard: F.IF.7c	Important Mathematical Ideas:
	Skills and Procedures:
	Mathematical Relationships: ☐1 ☐2 ☐3 ☐4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	Summary / Justification / Evidence:
<pre>Indicate the chapter(s), section(s), and/or page(s) reviewed:</pre>	
p. 409, 438, 452	Overall Rating:1234

Domain:	Summary and documentation of how the domain, cluster, and
Interpreting Functions	standard are met. Cite examples from the materials.
Standard:	
	Important Mathematical Ideas: 1 2 3 4
F.IF.7e	
	Skills and Procedures: $\Box 1 \Box 2 \Box 3 \Box 4$
	Mathematical Relationships: $\Box 1 \ \ \Box 2 \ \ \Box 3 \ \ \Box 4$
Portions of the domain, cluster, and standard that are missing	Summary / Justification / Evidence:
or not well developed in the instructional materials (if any):	doesn't develop end behavior and critical points well
Indicate the chapter(s), section(s), and/or page(s) reviewed:	
p. 490, 507-511, 531, 590	Overall Rating:

Domain:	Summary and documentation of how the domain, cluster, and
Interpreting Functions	standard are met. Cite examples from the materials.
Standard:	Important Mathematical Ideas: 1 2 3 4
F.IF.8a	Important Mathematical Ideas:1234
1.11.04	Skills and Procedures:
	Mathematical Relationships:
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed:	
p. 323, 334, 343	Overall Rating : $\Box 1 \Box 2 \boxtimes 3 \Box 4$

Domain:	Summary and documentation of how the domain, cluster, and
Interpreting Functions	standard are met. Cite examples from the materials.
Standard: F.IF.8b	Important Mathematical Ideas:
	Skills and Procedures:
	Mathematical Relationships:
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed:	
p. 490-496	Overall Rating:1234

Domain:	Summary and documentation of how the domain, cluster, and
Interpreting Functions	standard are met. Cite examples from the materials.
Standard:	Important Mathematical Ideas: 1 2 3 ×4
F.IF.9	
	Skills and Procedures:
	Mathematical Relationships:
Portions of the domain, cluster, and standard that are missing	Summary / Justification / Evidence:
or not well developed in the instructional materials (if any):	only covered in the student supplement
Indicate the chapter(s), section(s), and/or page(s) reviewed:	
CC10-CC17	Overall Rating : $\Box 1 \Box 2 \Box 3 \boxtimes 4$

Domain:	Summary and documentation of how the domain, cluster, and
Building Functions	standard are met. Cite examples from the materials.
Standard:	
F.BF.1b	Important Mathematical Ideas:
r.br.10	Skills and Procedures:
	Mathematical Relationships:
Portions of the domain, cluster, and standard that are missing	Summary / Justification / Evidence:
or not well developed in the instructional materials (if any):	
Indicate the chapter(s), section(s), and/or page(s) reviewed:	
ch. 2, 5, 6, 7	Overall Rating :

Domain:	Summary and documentation of how the domain, cluster, and
Building Functions	standard are met. Cite examples from the materials.
Standard:	
	Important Mathematical Ideas: $\Box 1 \Box 2 \Box 3 \boxtimes 4$
F.BF.3	• — — —
	Skills and Procedures: $\boxed{1}$ $\boxed{2}$ $\boxed{3}$ $\boxed{4}$
	Mathematical Relationships: $\Box 1 \Box 2 \Box 3 \Box 4$
Portions of the domain, cluster, and standard that are missing	Summary / Justification / Evidence:
or not well developed in the instructional materials (if any):	
Indicate the chapter(s), section(s), and/or page(s) reviewed:	
ch. 1,2,5-8	Overall Rating : $\Box 1 \Box 2 \Box 3 \boxtimes 4$

Domain:	Summary and documentation of how the domain, cluster, and
Building Functions	standard are met. Cite examples from the materials.
Standard: F.BF.4a	Important Mathematical Ideas: $\boxed{1}$ $\boxed{2}$ $\boxed{3}$ $\boxed{4}$ Skills and Procedures: $\boxed{1}$ $\boxed{2}$ $\boxed{3}$ $\boxed{4}$ Mathematical Relationships: $\boxed{1}$ $\boxed{2}$ $\boxed{3}$ $\boxed{4}$
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed: ch.7, 9	Overall Rating:

Domain:	Summary and documentation of how the domain, cluster, and
Linear, Quadratic, and Exponential Models	standard are met. Cite examples from the materials.
Standard: F.LE.4	Important Mathematical Ideas: $\Box 1$ $\Box 2$ $\Box 3$ $\Box 4$ Skills and Procedures: $\Box 1$ $\Box 2$ $\Box 3$ $\Box 4$ Mathematical Relationships: $\Box 1$ $\Box 2$ $\Box 3$ $\Box 4$
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed: ch.7	Overall Rating:

Domain:	Summary and documentation of how the domain, cluster, and
Trigonometric Functions	standard are met. Cite examples from the materials.
Standard: F.TF.1	Important Mathematical Ideas:
	Mathematical Relationships: 1 2 3 4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed: p. 943-949	Overall Rating:

Domain:	Summary and documentation of how the domain, cluster, and
Trigonometric Functions	standard are met. Cite examples from the materials.
Standard: F.TF.2	Important Mathematical Ideas: $\Box 1$ $\Box 2$ $\Box 3$ $\Box 4$ Skills and Procedures: $\Box 1$ $\Box 2$ $\Box 3$ $\Box 4$ Mathematical Relationships: $\Box 1$ $\Box 2$ $\Box 3$ $\Box 4$
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed: p. 936-938, 942-945	Overall Rating:

Domain:	Summary and documentation of how the domain, cluster, and
Trigonometric Functions	standard are met. Cite examples from the materials.
Standard:	
	Important Mathematical Ideas: $\Box 1 \Box 2 \boxtimes 3 \Box 4$
F.TF.5	
	Skills and Procedures: $\Box 1 \Box 2 \Box 3 \Box 4$
	Mathematical Relationships: ☐1 ☐2 ☐3 ☐4
Portions of the domain, cluster, and standard that are missing	Summary / Justification / Evidence:
or not well developed in the instructional materials (if any):	midline is missing
Indicate the chapter(s), section(s), and/or page(s) reviewed:	
p. 992-1003	Overall Rating : $\Box 1 \Box 2 \boxtimes 3 \Box 4$

Domain:	Summary and documentation of how the domain, cluster, and
Trigonometric Functions	standard are met. Cite examples from the materials.
Standard: F.TF.8	Important Mathematical Ideas:
	Mathematical Relationships:1234
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed:	
1008-1013	Overall Rating : $\square 1 \square 2 \square 3 \square 4$

Domain:	Summary and documentation of how the domain, cluster, and	
Interpreting Categorical and Quantitative Data	standard are met. Cite examples from the materials.	
Standard: S.ID.4	Important Mathematical Ideas:	
	Mathematical Relationships:134	
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	Summary / Justification / Evidence: no spreadsheet reference for area under a curve	
Indicate the chapter(s), section(s), and/or page(s) reviewed:		
CC60-CC61, p. 846-847	Overall Rating: 1 \(\sum 2 \) \(\sum 3 \) \(\sum 4 \)	

Domain:	Summary and documentation of how the domain, cluster, and
Making Inferences and Justifying Conclusions	standard are met. Cite examples from the materials.
Standard:	
	Important Mathematical Ideas: $\Box 1 \Box 2 \Box 3 \Box 4$
S.IC.1	
	Skills and Procedures: $\Box 1 \Box 2 \Box 3 \boxtimes 4$
	Mathematical Relationships: $\Box 1 \Box 2 \Box 3 \boxtimes 4$
Portions of the domain, cluster, and standard that are missing	Summary / Justification / Evidence:
or not well developed in the instructional materials (if any):	referenced only in the student supplement
Indicate the chapter(s), section(s), and/or page(s) reviewed:	
CC27-CC34	Overall Rating : $\Box 1 \Box 2 \Box 3 \boxtimes 4$

Domain:	Summary and documentation of how the domain, cluster, and	
Making Inferences and Justifying Conclusions	standard are met. Cite examples from the materials.	
Standard:		
	Important Mathematical Ideas: 🔀1 🔲2 🔲3 🔲4	
S.IC.2		
	Skills and Procedures: $\square 1$ $\square 2$ $\square 3$ $\square 4$	
	Mathematical Relationships: $\square 1$ $\square 2$ $\square 3$ $\square 4$	
Portions of the domain, cluster, and standard that are missing	Summary / Justification / Evidence:	
or not well developed in the instructional materials (if any):	Not developed at all. Only one example	
Indicate the chapter(s), section(s), and/or page(s) reviewed:		
p. 817 example 31	Overall Rating: \int 1 2 3 4	

Domain:	Summary and documentation of how the domain, cluster, and	
Making Inferences and Justifying Conclusions	standard are met. Cite examples from the materials.	
Standard:		
	Important Mathematical Ideas: 1 2 3 4	
S.IC.3		
	Skills and Procedures: $\Box 1 \Box 2 \Box 3 \boxtimes 4$	
	Mathematical Relationships: $\Box 1 \Box 2 \Box 3 \boxtimes 4$	
Portions of the domain, cluster, and standard that are missing	Summary / Justification / Evidence:	
or not well developed in the instructional materials (if any):	Only found in the student supplement	
Indicate the chapter(s), section(s), and/or page(s) reviewed:		
CC35-CC42	Overall Rating:	

Domain:	Summary and documentation of how the domain, cluster, and	
Making Inferences and Justifying Conclusions	standard are met. Cite examples from the materials.	
Standard:		
	Important Mathematical Ideas: 1 2 3 4	
S.IC.4		
	Skills and Procedures: $1 \ $	
	Mathematical Relationships: 1 2 3 4	
Portions of the domain, cluster, and standard that are missing	Summary / Justification / Evidence:	
or not well developed in the instructional materials (if any):	Only found in the student supplement	
Indicate the chapter(s), section(s), and/or page(s) reviewed:		
CC51-CC58	Overall Rating: 1 2 3 4	

Domain:	Summary and documentation of how the domain, cluster, and	
Making Inferences and Justifying Conclusions	standard are met. Cite examples from the materials.	
Standard: S.IC.5	Important Mathematical Ideas: $\Box 1$ $\Box 2$ $\Box 3$ $\boxtimes 4$ Skills and Procedures: $\Box 1$ $\Box 2$ $\Box 3$ $\boxtimes 4$	
	Mathematical Relationships:	
Portions of the domain, cluster, and standard that are missing	Summary / Justification / Evidence:	
or not well developed in the instructional materials (if any):	Only found in the student supplement	
Indicate the chapter(s), section(s), and/or page(s) reviewed:		
CC43-CC50	Overall Rating: 1 2 3 24	

Domain:	Summary and documentation of how the domain, cluster, and	l
Making Inferences and Justifying Conclusions	standard are met. Cite examples from the materials.	
Standard:		
	Important Mathematical Ideas: 1 2 3 4	
S.IC.6		
	Skills and Procedures:	
	Mathematical Relationships: 1 2 3 4	
Portions of the domain, cluster, and standard that are missing	Summary / Justification / Evidence:	
or not well developed in the instructional materials (if any):	Only found in the student supplement	
Indicate the chapter(s), section(s), and/or page(s) reviewed:		
CC52-CC58	Overall Rating: 1 2 3 4	

Domain:	Summary and documentation of how the domain, cluster, and	
Using Probability to Make Decisions	standard are met. Cite examples from the materials.	
Standard:		
	Important Mathematical Ideas: 1 2 3 4	
S.MD.6(+)		
	Skills and Procedures: $\Box 1 \Box 2 \Box 3 \boxtimes 4$	
	Mathematical Relationships: $\Box 1 \Box 2 \Box 3 \boxtimes 4$	
Portions of the domain, cluster, and standard that are missing	Summary / Justification / Evidence:	
or not well developed in the instructional materials (if any):	Only found in the student supplement	
Indicate the chapter(s), section(s), and/or page(s) reviewed:		
CC27-CC34	Overall Rating: □1 □2 □3 □4	

Domain:	Summary and documentation of how the domain, cluster, and
Using Probability to Make Decisions	standard are met. Cite examples from the materials.
Standard: S.MD.7(+)	Important Mathematical Ideas: $\boxed{1}$ $\boxed{2}$ $\boxed{3}$ $\boxed{4}$ Skills and Procedures: $\boxed{1}$ $\boxed{2}$ $\boxed{3}$ $\boxed{4}$ Mathematical Relationships: $\boxed{1}$ $\boxed{2}$ $\boxed{3}$ $\boxed{4}$
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	Summary / Justification / Evidence: Only found in the student supplement
Indicate the chapter(s), section(s), and/or page(s) reviewed: CC27-CC34, CC68-CC75	Overall Rating:

Reviewed By:			
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Title of Instructional Materials:	Idalt	McDougal	

1. Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

wish they had more word problems

Summary/Justification/Evidence



Reviewed By:	***************************************
Title of Instructional Materials:	McDong al

2. Reason abstractly and quantitatively.

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

Overall Rating

p3641

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Reviewed By:	
Title of Instructional Materials:	Mc Dougal

3. Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

Overall Rating

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

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Title of Instructional Materials:	wrlawal	

4. Model with mathematics.

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

P176: EXT: apply the math to solve a problem

243: Graph the Constant or world an equation

to solve the problem

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence



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Title of Instructional Materials:	McDouad

5. Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

p364: SNI-5, con use GC to solve given a model / equation

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

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Title of Instructional Materials:	Ner Donald

6. Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence



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Title of Instructional Materials:	McOougal

7. Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

Overall Rating

p308: 9x 2 : look for a patter

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence



Reviewed By:	
Title of Instructional Materials:	McDougal

8. Look for and express regularity in repeated reasoning.

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation (y-2)/(x-1)=3. Noticing the regularity in the way terms cancel when expanding (x-1)(x+1), $(x-1)(x^2+x+1)$, and $(x-1)(x^3+x^2+x+1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence



Reviewed By:		
Title of Instructional Materials:	Mc O ougral	

ALGEBRA II - NUMBER AND QUANTITY (N)

The Complex Number System (N-CN)

Perform arithmetic operations with complex numbers.	Summary and documentation of how the domain, cluster, and standard met. Cite examples from the materials.			
N-CN.1	Important Methomatical Ideas			
Know there is a complex number i such that $i^2 = -1$, and every complex number has the form $a + bi$ with a and b real.	Important Mathematical Ideas Used to describe Zeros Of quadratic Functions EX4			
	Skills and Procedures 1 2 3 4			
	Mathematical Relationships 1 2 3 4			
	Summary / Justification / Evidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Always, sometimes I never true guestions p 354			
Sec 5.5: p 350-351	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):			
	Overall Rating 1 2 3 4			

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Reviewed By:

Title of Instructional Materials: Mc Doug all

ALGEBRA II — NUMBER AND QUANTITY (N)

Perform arithmetic operations with complex numbers.	Summary and documentati met. Cite examples from th		e domain, clu	ster, and stand	lard are
N-CN.2 Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers. Note: \vec{r} as highest power of i .	Important Mathematical Ideas	1	2	3	 → 4
	Skills and Procedures	1	2	3	4
	Mathematical Relationships	1	2	13	4
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.	EX4,5,6				
	Portions of the domain, clu developed in the instructio			missing or no	ot well
	Overall Rating	1	2	P	4

	*	
Reviewed By:		

Title of Instructional Materials: Mc Dougal

ALGEBRA II - NUMBER AND QUANTITY (N)

Use complex numbers in polynomial identities and equations. Summary and documentation of how the domain, cluster, a met. Cite examples from the materials.				
N-CN.7	Important Mathematical Ideas			
Solve quadratic equations with real coefficients that have complex solutions.	important wathernation (deas			
Note: Polynomials with real coefficients.	Ex4,2359			
	Aviation Application			
	Skills and Procedures			
	1 2 3 4			
	pyyy Finding all roots of Pilyman & Egustions			
	Mathematical Relationships 1 2 3 4			
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Evidence Ex 4 e352 (x 2 p 357			
P 352-365 P446 (6-6)	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):			
	Overall Rating 1 2 3 4			

Reviewed By:

ALGEBRA II — NUMBER AND QUANTITY (N)

Use complex numbers in polynomial identities and equations.	Summary and documentation of how the domain, cluster, and standard a met. Cite examples from the materials.			
N-CN.8	Land Adam and Mark and Adam an			
(+) Extend polynomial identities to the complex numbers. For example, rewrite $x^2 + 4$ as $(x + 2i)(x - 2i)$.	Important Mathematical Ideas 1 3	4		
Note: Polynomials with real coefficients.				
	Skills and Procedures 1 2 3	→ 4		
	Mathematical Relationships 1 2 3	: 		
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Evidence			
	Portions of the domain, cluster, and standard that are missing or developed in the instructional materials (if any): I don't 384 / 2 + 4 = (X + Z()(X + Z()))	not well		
	Overall Rating 1 2 3	4		

Reviewed By:	
Title of Instructional Materials:	meDonaal

ALGEBRA II — NUMBER AND QUANTITY (N)

Use complex numbers in polynomial identities and equations.	Summary and documentation of how the domain, cluster, and standar met. Cite examples from the materials.				idard are
N-CN.9 (+) Know the Fundamental Theorem of Algebra; show that it is true for	Important Mathematical Ideas			- (1)	
quadratic polynomials. Note: Polynomials with real coefficients.	8×4	1	2	3	4
	Skills and Procedures	1	2	3	-
	Mathematical Relationships	1	2		
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / E		4/9		
5ec66: p445-451,477,478	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): More Ward Problems?				
	Overall Rating	1	2	3	<u></u>

Reviewed By:	

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ALGEBRA II — ALGEBRA (A)

Seeing Structure in Expressions (A-SSE)

Interpret the structure of expressions.	Summary and documentation of how the domain, cluster, and standard armet. Cite examples from the materials.				dard are	
A-SSE.1a 1. Interpret expressions that represent a quantity in terms of its context.*	Important Mathematical Ideas	1	1 2		4	
a. Interpret parts of an expression, such as terms, factors, and coefficients. Note: Polynomial and rational. ?	Skills and Procedures	1	2	3		
	Mathematical Relationships	(1		3		
	Summary / Justification / Expension =	vidence - total	jio kabe	isket bas	I gang	
Indicate the chapter(s), section(s), and/or page(s) reviewed. P 27, 331, 490-496 Cxervical Cxervical Cxervical Cxervical	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):					
	Overall Rating	1	-1	3	4	

Reviewed By:	
Title of Instructional Materials:	McOragal

ALGEBRA II — ALGEBRA (A)

Seeing Structure in Expressions (A-SSE)

Interpret the structure of expressions.	Summary and documentation of how the domain, cluster, and standar met. Cite examples from the materials.			dard are	
A-SSE.1b 1. Interpret expressions that represent a quantity in terms of its context.*	Important Mathematical Ideas	(2	3	
b. Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret P(1+r) ⁿ as the product of P and a factor not depending on P. Note: Polynomial and rational. D: GG all 45 Find Lim standard	Skills and Procedures	1	2	3	4
this standard	Mathematical Relationships	1	2		4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / E	vidence			
P27,331,490-496	Portions of the domain, cludeveloped in the instruction	nal materia	ls (if any):	e missing or n	ot well
	Overall Rating	(2	1) 3	

Reviewed By:		
Title of Instructional Materials:	Mc Dougal	
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ALGEBRA II — ALGEBRA (A)

Seeing Structure in Expressions (A-SSE)

Interpret the structure of expressions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
A-SSE.2 Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.	Important Mathematical Ideas 1 3 4
Note: Polynomial and rational.	Skills and Procedures 1 2 3 4
	Mathematical Relationships 1 3 4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Evidence Sum or difference of colors Factor by grouping
P 27-32, 331, 39-7, 430-43 Se Garde ,60 SAT P475 POLYTON TOST POLYTON	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
5er 5,3 dift to 5%.	Overall Rating 1 1 3 4

Title of Instructional Materials: Mc Doug a

ALGEBRA II — ALGEBRA (A)
Sociona Structure in Expressions (A-SSE)

Write expressions in equivalent forms to solve problems.	Summary and documentation of how the domain, cluster, and sta met. Cite examples from the materials.				ndard are
A-SSE.4	Important Mathematical Ideas	S 4-1			_
Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. For example, calculate mortgage payments.*	p 894: Ex - Sp	, ,	6 p / 2	3	4
rent problem	Skills and Procedures	(
rent problem p897 #52		1	2	3	4
	Mathematical Relationships	4			
		1	2	3	4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / 1	Evidence Gormula G	21900 Se	² C: 75	
p894-897,914,916 p893	Portions of the domain, cl developed in the instructi			e missing or	not well
ı	Overall Rating	· · · · · · · · · · · · · · · · · · ·	1 2	3	

Title of Instructional Materials: Mc Oougal

ALGEBRA II — ALGEBRA (A)

Perform arithmetic operations on polynomials.	Summary and documentation of how the domain, cluster, and standard a met. Cite examples from the materials.			
A-APR.1 Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.	Important Mathematical Ideas 1 2 3 4			
Note: Beyond quadratic.	Skills and Procedures 1 1 3 4			
	Mathematical Relationships 1 2 3 4			
Found on 2 CC 1-3 Cxercises one weak Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Evidence			
P 406-420,437 474-483 P 563:505.647,	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): The concept of closure is not discussed.			
	Overall Rating 1 2 3 4			

ALGEBRA II — ALGEBRA (A)

Understand the relationship between zeros and factors of polynomials.	Summary and documentati met. Cite examples from th	on of how the materials.	ne domain, clus	ster, and standard are
A-APR.2 Know and apply the Remainder Theorem: For a polynomial $p(x)$ and a number a , the remainder on division by $x - a$ is $p(a)$, so $p(a) = 0$ if and only if $(x - a)$ is a factor of $p(x)$.	Important Mathematical Ideas Used to Factor Polynomed Skills and Procedures Mathematical Relationships	1	2 1 2	$\begin{array}{cccccccccccccccccccccccccccccccccccc$
Indicate the chapter(s), section(s), and/or page(s) reviewed. P 422-435, 445-451 476, 478	Summary / Justification / E P 4 2 4: Remain EX 3: P 4 2 4 Portions of the domain, cludeveloped in the instruction Overall Rating	ac Th	andard that are	e missing or not well

Title of Instructional Materials: 4014 McDougal

ALGEBRA II — ALGEBRA (A)

Arithmetic with Polynomials and Rational Expressions (A-APR)

Summary and documentation of how the domain, cluster, and standard are Understand the relationship between zeros and factors of polynomials. met. Cite examples from the materials. A-APR.3 Important Mathematical Ideas Identify zeros of polynomials when suitable factorizations are available, Connects to factoring and use the zeros to construct a rough graph of the function defined by the polynomial. Skills and Procedures Only of problems on p 457 Mathematical Relationships Summary / Justification / Evidence Indicate the chapter(s), section(s), and/or page(s) reviewed. Sec 6.4: 432-5, 437-444, 457-59 Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

I wish there were a better
assortment of problems to choose +06.7 Grown on graphing by hand. Overall Rating

Title of Instructional Materials: Hold McDougal

ALGEBRA II — ALGEBRA (A)

Arithmetic with Polynomials and Rational Expressions (A-APR)

Use polynomial identities to solve problems.	Summary and documentation met. Cite examples from the			ster, and stan	dard are
Prove polynomial identities and use them to describe numerical relationships For example, the polynomial identity $(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2$ can be used to generate Pythagorean triples.	Important Mathematical Ideas		2	3	4
	Skills and Procedures	1		3	4
I don't see any proving of polynomial identities in these pages but they can be derived from pascal's D & for bromed expansion.	Mathematical Relationships Pascals ム → Summary / Justification / E	•		3 2000000000000000000000000000000000000	4
Indicate the chapter(s), section(s), and/or page(s) reviewed. Sec 6.2 P 414-17 435-435	Portions of the domain, clu developed in the instruction			missing or n	ot well
	Overall Rating	(1	3	→ 4

The Charles A. Dana Center

Title of Instructional Materials: Holt McDaugal

ALGEBRA II - ALGEBRA (A)

Arithmetic with Polynomials and Rational Expressions (A-APR)

Summary and documentation of how the domain, cluster, and standard are Use polynomial identities to solve problems. met. Cite examples from the materials. A-APR.5 Important Mathematical Ideas (+) Know and apply the Binomial Theorem for the expansion of $(x + y)^n$ in powers of x and y for a positive integer n, where x and y are any numbers, with coefficients determined for example by Pascal's Triangle.1 Skills and Procedures Open hreak sown 1 White combinations Mathematical Relationships Tied to A-APR-4 Summary / Justification / Evidence 1 The Binomial Theorem can be proved by mathematical induction or by a combinatorial Many good ward problems argument. Indicate the chapter(s), section(s), and/or page(s) reviewed. Sec 11-6: 837-840 Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): 6-7 p413-420, Overall Rating 2

Title of Instructional Materials: Hold McCougal

ALGEBRA II - ALGEBRA (A)

Arithmetic with Polynomials and Rational Expressions (A-APR)

Rewrite rational expressions.	Summary and documentatio met. Cite examples from the	n of how the domain, cluster, and standard are materials.
A-APR.6	Important Mathematical Ideas	
Rewrite simple rational expressions in different forms; write $a(x)/b(x)$ in the form $q(x) + r(x)/b(x)$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$, using inspection, long division, or, for the more complicated examples, a computer algebra system.	Important Mathematical Ideas	1 2 3 4
Note: Linear and quadratic denominators. >	Skills and Procedures	1 2 3 4
	Mathematical Relationships	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$
	Summary / Justification / Evi	idence
Indicate the chapter(s), section(s), and/or page(s) reviewed.		
Sec 6.3 p 422-428	Portions of the domain, clus developed in the instruction	ter, and standard that are missing or not well al materials (if any):
	Graphing Ca	<i>Q</i> ?
	Overall Rating	

Title of Instructional Materials: Mc Doug a

ALGEBRA II - ALGEBRA (A)

Arithmetic with Polynomials and Rational Expressions (A-APR)

Rewrite rational expressions.

A-APR.7

(+) Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.

Note: Linear and quadratic denominators.

This is shown using various, but not much with concrete examples (CC35x192)

Indicate the chapter(s), section(s), and/or page(s) reviewed.

p 577-590, 609, 639 6423 1787

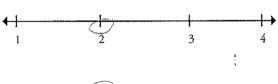
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Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

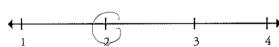
Important Mathematical Ideas



Skills and Procedures

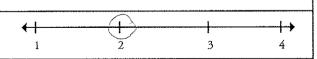


Mathematical Relationships



Summary / Justification / Evidence

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):



Title of Instructional Materials: Mc Dougas

ALGEBRA II — ALGEBRA (A)

Creating Equations (A-CED)

Create equations that describe numbers or relationships.	Summary and documentation met. Cite examples from the	on of how e materials	the domain, clu	ster, and sta	ndard are
A-CED.1 Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and	Important Mathematical Ideas	(1	2	3	4
simple rational and exponential functions.* Note: Equations using all available types of expressions, including simple root functions.	Skills and Procedures	1	2		
	Mathematical Relationships	1	2	3	
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / E	ρ433 ρ43 ρ5 ster, and s	tandard that are	AIC and AIJ e missing or	not well
	Overall Rating	(1	1 2	13	

Reviewed By:	

Title of Instructional Materials: Ma Down	., ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,
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ALGEBRA II — ALGEBRA (A)

Creating Equations (A-CED)

Create equations that describe numbers or relationships.	Summary and documentation met. Cite examples from the		e domain, cl	uster, and st	andard are
A-CED.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.* Note: Equations using all available types of expressions, including simple root functions.	Important Mathematical Ideas	←	2	3	 }
	Skills and Procedures	 	 , 2	3	
	Mathematical Relationships	(]	2		· +
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Experiences		ions		
ρ 51-27, 67-73, 115-149, 158 - 163, 182-197, 220 - 226, 278-93, 315-330, 374-381, 406-412, 490-511, 631-551 662-679, 682-705	Portions of the domain, cluded developed in the instruction			re missing or	r not well
	Overall Rating	← 1	 2	3	

ALGEBRA II — ALGEBRA (A)

Create equations that describe numbers or relationships.	Summary and documentation of how the domain, cluster, and smet. Cite examples from the materials.	tandard are
A-CED.3	Important Mathematical Ideas	Â
Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.*	1 2 3	4
Note: Equations using all available types of expressions, including simple root functions.	Skills and Procedures 1 2 3	1
	Mathematical Relationships 1 2 3	
	Summary / Justification / Evidence p 310 に はなる ひらかっている)	
Indicate the chapter(s), section(s), and/or page(s) reviewed.	p 234 i First (xample - case problem	
P 51-57, 105-149, 158-163, 182-226 270-293, 315-330, 366-381, 406-412, 453-471, 490-511, 531-551 569-576, 592-599, 662-669, 682-705	Portions of the domain, cluster, and standard that are missing o developed in the instructional materials (if any):	r not well
	Overall Rating	1

Title of Instructional Materials: Mr. Dougast

McDougal

ALGEBRA II — ALGEBRA (A)

Creating Equations (A-CED)

Create equations that describe numbers or relationships.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
A-CED.4 Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law V = IR to highlight resistance R.*	Important Mathematical Ideas 1 2 3 4
Note: Equations using all available types of expressions, including simple root functions.	Skills and Procedures 1 2 3 4
	Mathematical Relationships 1 2 3 4 Summary / Justification / Evidence
Indicate the chapter(s), section(s), and/or page(s) reviewed. PGG - USC VOLUME 200 A-000 2000 8 mm -50100 Husi Fo	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 1 3 4

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		······································

ALGEBRA II — ALGEBRA (A)

Reasoning with Equations and Inequalities (A-REI)

Understand solving equations as a process of reasoning and explain the reasoning.	Summary and documentation of how the domain, cluster, and standar met. Cite examples from the materials.		dard are			
A-REI.2						
Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.	Important Mathematical Ideas	1	2	3	4	
Note: Simple radical and rational.						
	Skills and Procedures		2.			
		1	2	3	:	
	Mathematical Relationships	 				
	many wat		2	3	4	
	Summary / Justification / Evidence					
Indicate the chapter(s), section(s), and/or page(s) reviewed.	\$600 - 84122 (c		p628 Vab	-soluing ical 88)	
p 600-609, 628-647	Portions of the domain, clu developed in the instruction			issing or ne	ot well	
	O and II Dating				<i>C</i> F	
	Overall Rating	1	2	3	1	

Title of Instructional Materials: McDougal

ALGEBRA II — ALGEBRA (A)

Reasoning with Equations and Inequalities (A-REI)

Represent and solve equations and inequalities graphically.	Summary and documentation met. Cite examples from the		domain, clus	ster, and stan	dard are
A-REI.11 Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph	Important Mathematical Ideas	1	2	3	
f(x) = g(x); find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.* Note: Combine polynomial, rational, radical, absolute value, and exponential functions.	Skills and Procedures	1	2	3	4
	Mathematical Relationships	←1	2	3	4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Ex CCG-CC9- Solved CC7-used a G.S	£8 6-12	ohica Cy	d Algebia	, Deling
P157, 335-336, 1438-442 497-442, 524-525 603-604 CCG-GC9	Portions of the domain, cluded developed in the instruction	•		missing or n	ot well
·	Overall Rating	← 1	2	3	4

Title of Instructional Materials: No Doug all	
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ALGEBRA II - FUNCTIONS (F)

Interpreting Functions (F-IF)

Interpret functions that arise in applications in terms of the context.

interpret functions that arise in applications in terms of the context

F-IF.4

For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.*

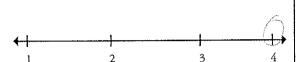
Note: Include rational, square root and cube root; emphasize selection of appropriate models.

Rational - 1592 58 Rord - 1621 91223 6-5 Rord - 1620 87B polynomal - 1957 Isoardanie - 1957

Indicate the chapter(s), section(s), and/or page(s) reviewed.

944-66, 106-123, 133-140, 158-163 315-340, 439-444, 453-465, 492-496 531-544, 569-576, 593-599, 619-627, 654-679, Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

Important Mathematical Ideas +



Mathematical Relationships

Skills and Procedures



Summary / Justification / Evidence

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):



Title of Instructional Materials: Mc Dougal

McDougal

ALGEBRA II - FUNCTIONS (F)

Interpreting Functions (F-IF)

Interpret functions that arise in applications in terms of the context.

ntext.

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

F-IF.5

Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.*

Note: Emphasize selection of appropriate models.

Important Mathematical Ideas



Skills and Procedures



Mathematical Relationships

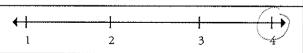


Summary / Justification / Evidence

Indicate the chapter(s), section(s), and/or page(s) reviewed.

P 91-73, 326-329, 482, 496-503 S41-544; 619-607. 636-642, 693-184 707-712, 990-99

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):



ALGEBRA II — FUNCTIONS (F)

Interpreting Functions (F-IF)

Interpret functions that arise in applications in terms of the context.	Summary and documentation met. Cite examples from the			uster, and sta	indard are
F-IF.6 Calculate and interpret the average rate of change of a function (presented	Important Mathematical Ideas	(-(1)
symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.*		1	2	3	4
Note: Emphasize selection of appropriate models.	Skills and Procedures	(
		1	2	3	4 :
•	Mathematical Relationships	1	2	3	
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Ex	_ RA	e Skied Chenne red toward	7 0%	
p 105-123, 168, 466-471	Portions of the domain, cluded developed in the instruction			e missing or	not well
CC10-CC17					
	Overall Rating	{ 	2	3	4

Title of Instructional Materials: Mc Oougal

ALGEBRA II — FUNCTIONS (F)

Interpreting Functions (F-IF)

Summary and documentation of how the domain, cluster, and standard are Analyze functions using different representations. met. Cite examples from the materials. F-IF.7b Important Mathematical Ideas

- 7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.*
 - b. Graph square root, cube root, and piecewise-defined functions. including step functions and absolute value functions.

Note: Focus on using key features to guide selection of appropriate type of model function.

P642-Pircewise 1466-Stop Gurdians

Indicate the chapter(s), section(s), and/or page(s) reviewed.





Summary / Justification / Evidence

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any);



Title of Instructional Materials: Mr. Dougas

ALGEBRA II — FUNCTIONS (F)

Interpreting Functions (F-IF)

Summary and documentation of how the domain, cluster, and standard are Analyze functions using different representations. met. Cite examples from the materials. F-IF.7c Important Mathematical Ideas 7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.* c. Graph polynomial functions, identifying zeros when suitable Skills and Procedures factorizations are available, and showing end behavior. Note: Focus on using key features to guide selection of appropriate type of model function. An 6 hundres to amph Mathematical Relationships p409 - Graphing Patromial Sacrama using a GC 2438 - I deathfrom the 2005 by to 1850g Summary / Justification / Evidence p 452-8nd behavior Ex3 - clearly explains all sorps of problems with integer wellicients Indicate the chapter(s), section(s), and/or page(s) reviewed. p409-412, 438-494, Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): 452-465,479,472-477 Overall Rating

Title of Instructional Materials: Mr Doug all

ALGEBRA II — FUNCTIONS (F)

Interpreting Functions (F-IF)

Analyze functions using different representations.

F-IF.7e

- 7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.*
 - e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline. and amplitude.

Note: Focus on using key features to guide selection of appropriate type of model function.

19490 - 9x person tell, 9x1 - uses a G.C. P 507-511 graph asing a lable of values
for EXP = 200 (3) 1531- Graphwan ed an

Indicate the chapter(s), section(s), and/or page(s) reviewed.

p 990-291, 998-1005

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

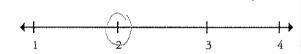
Important Mathematical Ideas



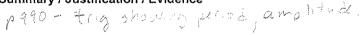
Skills and Procedures

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1	2	3	4

Mathematical Relationships

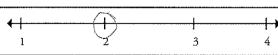


Summary / Justification / Evidence



Portions of the domain, cluster, and standard that are missing or not well

port see the term midline used



Title of Instructional Materials: Mr. Vou oal

Me Douglas

ALGEBRA II - FUNCTIONS (F)

Interpreting Functions (F-IF)

Analyze functions using different representations.

F-IF.8a

- 8. Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.
 - a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.

Note: Focus on using key features to guide selection of appropriate type of model function.

p323-Qued Forciotis of sym vertex, y-int

p334-Finding Zeros by Factoring,

p343-Finding Zeros by Completing to sy

to put in vertex form

Indicate the chapter(s), section(s), and/or page(s) reviewed.

p 323-330, 333-48, 365, 787

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

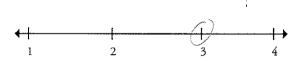
Important Mathematical Ideas



Skills and Procedures



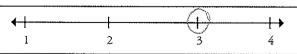
Mathematical Relationships



Summary / Justification / Evidence

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

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Title of Instructional Materials: Me Dougle

ALGEBRA II — FUNCTIONS (F)

Interpreting Functions (F-IF)

Analyze functions using different representations.

F-IF.8b

- 8. Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.
 - b. Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change in functions such as $y = (1.02)^t$, $y = (0.97)^t$, $y = (1.01)^{12t}$, $y = (1.2)^{1/10}$, and classify them as representing exponential growth or decay.

Note: Focus on using key features to guide selection of appropriate type of model function.

pygli EXI Tell whether the Cyrotian share growing

Indicate the chapter(s), section(s), and/or page(s) reviewed.

0490 - 496, 521,558,920

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

Important Mathematical Ideas

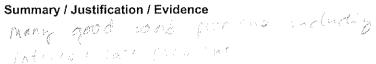


Skills and Procedures

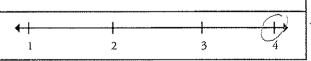


Mathematical Relationships





Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):



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Title of Instructional Materials:	Ar Opusial

ALGEBRA II — FUNCTIONS (F)

Interpreting Functions (F-IF)

Analyze functions using different representations.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.				
F-IF.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic	Important Mathematical Ideas	1	2	3	-
expression for another, say which has the larger maximum. Note: Focus on using key features to guide selection of appropriate type of model function.	Skills and Procedures	1	2	3	1
comparing properties using a graph of a table Finding the rate of charge	Mathematical Relationships	1	2	3	1
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Ev	/idence			
CC10-CC17	Portions of the domain, clus developed in the instruction			missing or n	ot well
	Overall Rating	1	2	3	-

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Title of Instructional Materials:

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ALGEBRA II — FUNCTIONS (F)

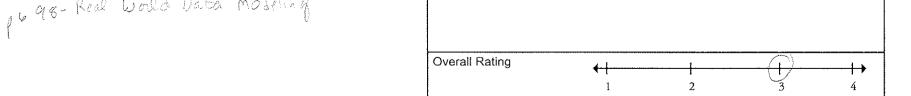
Building Functions (F-BF)

Summary and documentation of how the domain, cluster, and standard are Build a function that models a relationship between two quantities. met. Cite examples from the materials. F-BF.1b Important Mathematical Ideas 1. Write a function that describes a relationship between two quantities.* b. Combine standard function types using arithmetic operations. For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and Skills and Procedures relate these functions to the model. Note: Include all types of functions studied. P142-149- linear models (scatter plats) pany-381 curvelquadrate models Mathematical Relationships pyru-419- mattiplying poly pyloterist org + synthetic division pylote tog - polynomial (pybb) curumodel Summary / Justification / Evidence psys-551 - Cyp whoo models Indicate the chapter(s), section(s), and/or page(s) reviewed. phos - 669 - preceived anders

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phosphological composition)

phosphological world Data Modeling Portions of the domain, cluster, and standard that are missing or not well



developed in the instructional materials (if any):

Title of Instructional Materials: Mc Dougal

ALGEBRA II — FUNCTIONS (F)

Building Functions (F-BF)

Build new functions from existing functions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.			dard are	
Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, k $f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them. Note: Include simple radical, rational, and exponential functions; emphasize common effect of each transformation across function types: $p 67 : Transformations of Common Functions$ $p 158 : Abstract value p 158 : Abstract$	Important Mathematical Ideas Skills and Procedures Mathematical Relationships Summary / Justification / E	l l	2	3	
	Portions of the domain, cludeveloped in the instruction			missing or n	ot well

Title of Instructional Materials: _____Mc Doug all

Important Mathematical Ideas

2

2

ALGEBRA II — FUNCTIONS (F)

Building Functions (F-BF)

Build new functions from existing functions.

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

F-BF.4a

- Find inverse functions.
 - a. Solve an equation of the form f(x) = c for a simple function f that has an inverse and write an expression for the inverse. For example, $f(x) = 2 x^3$ or f(x) = (x+1)/(x-1) for $x \ne 1$.

Note: Include simple radical, rational, and exponential functions; emphasize common effect of each transformation across function types.

p497 - Explore à nueves fanction p501 - Simple inverse (un vion (linear) p505-509 - exponential inverse

Mathematical Relationships

Skills and Procedures



3

Indicate the chapter(s), section(s), and/or page(s) reviewed.

PH97-511, 690-696 - gradial types

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

Overall Rating

Summary / Justification / Evidence

Reviewed	Ву:
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Title of Instructional Materials: Mc Doug al

ALGEBRA II — FUNCTIONS (F)

Linear, Quadratic, and Exponential Models (F-LE)

Construct and compare linear, quadratic, and exponential models and solve problems.	Summary and documentation of how the domain, cluster, and standard met. Cite examples from the materials.			indard are	
F-LE.4					پيسر
For exponential models, express as a logarithm the solution to $ab^{ct} = d$ where	Important Mathematical Ideas	 			- (1)
a, c, and d are numbers and the base b is 2, 10, or e; evaluate the logarithm using technology.*		1	2	3	4
Note: Logarithms as solutions for exponentials.					<u> </u>
acres services Evances	Skills and Procedures	+			- (1)
1505 - Log (>> Export >>)		1	2	3	4
common 109, wose 2,	ı				\$;
p 531 - 100/ base e	Mathematical Relationships	4	.		
		1	2	3	7
indicate the chapter(a) coation(a) and (as nows(a) reviewed	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
p 505-511, 524-536	Portions of the domain, cludeveloped in the instruction			missing or	not well
	Overall Rating	1	2 .	3	

Mc Pougal

ALGEBRA II — FUNCTIONS (F)

Extend the domain of trigonometric functions using the unit circle.	Summary and documentation of how the domain, cluster, and standard met. Cite examples from the materials.			d are	
F-TF.1					
Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.	Important Mathematical Ideas	1	2	3	**
	Skills and Procedures			3	()
		ī	Z	;	**
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Mathematical Relationships	1	2	3	4
	Summary / Justification / Ev	vidence	45 Cina	E exact	
	trig values				
	Portions of the domain, cluded developed in the instruction			missing or not w	/ell
	Overall Rating		2	3	—

Title of Instructional Materials: McDougal

ALGEBRA II — FUNCTIONS (F)

Extend the domain of trigonometric functions using the unit circle.	Summary and documentation of how the domain, cluster, and standard a met. Cite examples from the materials.		
F-TF.2 Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.	Important Mathematical Ideas 1 2 3		
P 936-938 Angles of Rotation (Degices) reference angles 3 basic trig functions	Skills and Procedures 1 2 3		
p 942.945 - unit circle (radian)	Mathematical Relationships 1 2 3 4		
	Summary / Justification / Evidence		
Indicate the chapter(s), section(s), and/or page(s) reviewed.			
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):		
	Overall Rating 1 2 3 4		

Reviewed By:	

Title of Instructional Materials: Mc Dougas

ALGEBRA II — FUNCTIONS (F)

Model periodic phenomena with trigonometric functions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.				dard are
F-TF.5 Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.*	Important Mathematical Ideas	1	2	(1)	}
1992-996-Sined cosine graphs Amphilude a privad	Skills and Procedures	1	2	<u> </u>	4
998-1003 - Hangert & Johnson	Mathematical Relationships	 	2		
	Summary / Justification / Ev	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, cludeveloped in the instruction	ster, and st nal materia	tandard that ar Is (if any):	e missing or no	ot well
	midline?				
	Overall Rating	1	2	1 3	4

Title of Instructional Materials: The Dougas

ALGEBRA II — FUNCTIONS (F)

Prove and apply trigonometric identities.	Summary and documentation met. Cite examples from the		ne domain, cl	uster, and stand	dard are
F-TF.8 Prove the Pythagorean identity $\sin 2(\theta) + \cos 2(\theta) = 1$ and use it to find $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ given $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ and the quadrant of the angle.	Important Mathematical Ideas	1	2	<u> </u>	4
priors-1013 - Trig Identities (derived from pythogorean) Venify trig identities	Skills and Procedures	1	2	3	4
10 37 7 10 40 } Review	Mathematical Relationships	{ 	2	<u></u>	4
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, clu developed in the instruction guadrant of t	nal material:	s (if any):	e missing or no	ot well
	Overall Rating	1	2	3	4

Title of Instructional Materials: Mc Doug al

ALGEBRA II — STATISTICS AND PROBABILITY (S)

Interpreting Categorical and Quantitative Data (S-ID)

Summarize, represent, and interpret data on a single count or measurement variable.

S-ID.4

Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.

CC67 - Peterming whether bette may be roundly prediction of

robb-use tables to estimate the area

Indicate the chapter(s), section(s), and/or page(s) reviewed.

P 946-847 - Normal Distributions

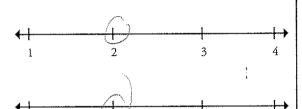
cc 60 - 61

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

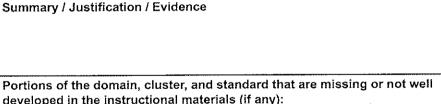
Important Mathematical Ideas



Skills and Procedures



Mathematical Relationships



developed in the instructional materials (if any):

Use calcy spring mulo to estimate the area under the curve

Reviewed By:		· · · · · · · · · · · · · · · · · · ·

Title of Instructional Materials:	: Mr Dougal	

ALGEBRA II — STATISTICS AND PROBABILITY (S)

Making Inferences and Justifying Conclusions (S-IC)

Understand and evaluate random processes underlying statistical experiments.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.					
S-IC.1 Understand statistics as a process for making inferences about population parameters based on a random sample from that population.	Important Mathematical Ideas	(2	3		
CC27-CC34- Brased samples, analyzing a survey, making predictions	Skills and Procedures	1	2	3		
(29-#3,4	Mathematical Relationships	← 1	2	3	4	
	Summary / Justification / E	vidence				
Indicate the chapter(s), section(s), and/or page(s) reviewed.						
	Portions of the domain, cludeveloped in the instruction			e missing or	not well	
	Overall Rating	←] 1	2	3	4	

Reviewed By:	
Title of Instructional Materials:	McDa al

ALGEBRA II — STATISTICS AND PROBABILITY (S)

Making Inferences and Justifying Conclusions (S-IC)

Understand and evaluate random processes underlying statistical experiments.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.				ndard are	
S-IC.2)	Ca.				
Decide if a specified model is consistent with results from a given data- generating process, e.g., using simulation. For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?.	Important Mathematical Ideas	1	2	3	4	
- Ex 3 l	Skills and Procedures		2	3	4	
	Mathematical Relationships	4	2	3	· · · · · · · · · · · · · · · · · · ·	
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Ex	vidence				
P 817	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):					
	Overall Rating	()	2 .			

The Charles A. Dana Center

Reviewed By:	
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Title of Instructional Materials: Mc Dougas

ALGEBRA II — STATISTICS AND PROBABILITY (S)

Make inferences and justify conclusions from sample surveys, experiments, and observational studies.	Summary and documentation met. Cite examples from the			ster, and sta	ndard are
S-IC.3	Leave at ant Mathematical Ideas	. 1	,	1	63
Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.	Important Mathematical Ideas	1	2	3	4
GNI-CC35-differences among suintipe explicit observations	Skills and Procedures	1	2	3	4
Ed-Langomisation	Mathematical Relationships	1	2	3	
	Summary / Justification / Ev	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
CC 35-CC42	Portions of the domain, cluded developed in the instruction			e missing or	not well
	Overall Rating		2	<u>l</u>	

Reviewed By:	
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Title of Instructional Materials:

ALGEBRA II — STATISTICS AND PROBABILITY (S)

Make inferences and justify conclusions from sample surveys, experiments, and observational studies.	Summary and documentation met. Cite examples from the			ster, and stand	dard are
S-IC.4	Important Mathematical Ideas	4 1		1	
Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.	Important Mathematical rocas	1	2	3	4
9x3: Mary of the or	Skills and Procedures	1	2	3	1
	Mathematical Relationships	1	2	3	
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
CC51-CC58	Portions of the domain, clu developed in the instruction			e missing or n	ot well
	Overall Rating	(2	3	

Reviewed By:

Title of Instructional Materials: My Dougas

ALGEBRA II — STATISTICS AND PROBABILITY (S)

Make inferences and justify conclusions from sample surveys, experiments, and observational studies.	Summary and documentation met. Cite examples from the			ster, and star	ndard are
S-IC.5	Important Mathematical Ideas	(- (1)
Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.		1	2	3	4
Etti Costrol Group Treatment Group	Skills and Procedures	1	2	3	4
Treatment Group	Mathematical Relationships	4-1			: (1)
	, i	1	2	3	4
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, clu developed in the instruction			missing or	not well
CC 43-CC 50					
	Overall Rating			3	<u> </u>

Reviewed By:	
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Title of Instructional Materials: Mc Down of

ALGEBRA II — STATISTICS AND PROBABILITY (S)

Summary and documentati met. Cite examples from the	ion of how t	he domain, cl	uster, and stan	dard are
Important Mathematical Ideas	 			
	1	2	5	4
Skills and Procedures	1	2	3	
Mathematical Relationships	(2	1	
Summary / Justification / Ev	vidence			
Portions of the domain, clus developed in the instruction	ster, and stand material	andard that ar s (if any):	re missing or no	ot well
Overall Rating	+ 		<u> </u>	
	met. Cite examples from the Important Mathematical Ideas Skills and Procedures Mathematical Relationships Summary / Justification / E Portions of the domain, clu developed in the instruction	met. Cite examples from the materials. Important Mathematical Ideas 1 Skills and Procedures 1 Mathematical Relationships 1 Summary / Justification / Evidence Portions of the domain, cluster, and stadeveloped in the instructional materials	met. Cite examples from the materials. Important Mathematical Ideas 1 2 Skills and Procedures 1 2 Mathematical Relationships 1 2 Summary / Justification / Evidence Portions of the domain, cluster, and standard that ar developed in the instructional materials (if any):	Important Mathematical Ideas

Reviewed By:

Title of Instructional Materials: Mac Doug af

ALGEBRA II — STATISTICS AND PROBABILITY (S)

Using Probability to Make Decisions (S-MD)

Use probability to evaluate outcomes of decisions.	Summary and documentation met. Cite examples from the	on of how the domain, cluster, and standard are ematerials.
S-MD.6 (+) Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator). Note: Include more complex situations.	Important Mathematical Ideas	1 2 3 4
brased samples are discussed Examples are given	Skills and Procedures	1 2 3 4
Ormibies are Ann.	Mathematical Relationships	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / E	vidence
CC27 - CC34	Portions of the domain, clu developed in the instruction	ster, and standard that are missing or not well nal materials (if any):
	Overall Rating	++ + + + + + + + + + + + + + + + + + +

Reviewed By:

16 Storage J

ALGEBRA II — STATISTICS AND PROBABILITY (S)

Using Probability to Make Decisions (S-MD)

Use probability to evaluate outcomes of decisions	Summary and documentation met. Cite examples from the			ster, and stanc	lard are
S-MD.7	Important Mathematical Ideas	4 1			
(+) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).	Important Mathematical Ideas	1	2	3	4
Note: Include more complex situations.					
	Skills and Procedures				-1)
		1	2	3	4
CCG- Analyze decisions using					!
CCCB- Analyze decisions using	Mathematical Relationships	 			-()
		1	2	3	4
en la companya de la					
·	Summary / Justification / Ev	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
p 807-808, 816, 824, 826	Portions of the domain, cluded developed in the instruction			missing or no	ot well
C 27-34 C 68-75					
e166-79					
	Overall Rating	((1)

Instructional Materials Analysis and Selection

Phase 3: Assessing Content Alignment to the Common Core State Standards for Mathematics

Traditional Pathway for High School: Algebra II



Frontmatte

instructional Materials Analysis and Selection

Management of the Common Core State Standards for Mathematics

This tool provides advances with a structured way to make informed decisions when acleeting neathernatics instructional materials. In particular, it can help you The toot province concators with a structured way to make informed documents when according mathematics instructional materials, in particular, it can being become more knowledgeable about the Common Core State Standards for Manhamatics no you can select instructional materials aligned with these standards.

DECEMBER 2019 ASSISTANCE OF THE PROPERTY OF TH

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The Charles A. Duce Center

Holt Mc Dougal

Instructional Materials Analysis and Selection

Assessing Content Alignment to the Common Core State Standards for Mathematics

Summary Evaluation. Over grand and explanations generally speaking. At times text is too heavy with skill development and knot enough problem solving applications.

A project of This would by an ax and and character at The University of Texas at Austin to 2010-2011 lots of Summary Evaluation: Good grani visuals A project of The Indiana Education Roundtable, The Indiana Education Round needed to went as

About the development of this resource

This tool, Interactional Materials Analysis and Selection: Assessing Content Alignment to the Common Core State Standards for Mathematics, draws on the Dans Center's nearly 20 years of experience in strengthoning education and has been used extensively in Texas and, increasingly, other states, to help local achieves and schools select unstructional materials aligned with their standards. Development and production of the Instructional Materials Analysis toolset

This resource consists of a set of 15 individual grade-level / occurs documents that span kindergasten through the third year of high school mathematics. There is a document for each grade from kindergasten through 8, and an documents for high school mathematics (one each for the three courses in the traditional high school pathway Algebra I, Geometry, Algebra II, and one each for the three courses in the integrated high school pathway Mathematics II, and one each for the three courses in the integrated high school pathway Mathematics II, and one each for the three courses in the integrated high school pathway Mathematics II, and one each for the three courses in the integrated high school pathway Mathematics II, and one each for the three courses in the integrated high school pathway Mathematics II, and one each for the three courses in the integrated high school pathway Mathematics II, and one each for the three courses in the integrated high school pathway Mathematics II, and one each for the three courses in the integrated high school pathway Mathematics II, and one each for the three courses in the integrated high school pathway Mathematics II, and one each for the three courses in the integrated high school pathway Mathematics II. achoo) pathway Augorea I, Geometry, Augorea III, and one each for the turer courses in the integrated night school pathway Mathematics II, Mathematics III, and Mathematics III). At the request of various states and other entities, the Dane Center has populated this Interactional Materials Institute and Selection fool with Mathematics III. MAINTERING MAIL TO TOPICER OF VERTOUS MEANT AND OUTCE CERTISCS, NO DEED CHIEF THE SUPPLIANCE HAS PROPERLY ASSESSMENT APPROPRIESTED AND APPROXIMATE HAVE ASSESSED AND APPROXIMATE AND APPROXIMATE AND APPROXIMATE AND APPROXIMATE ASSESSED ASSESSED AND APPROXIMATE ASSESSED AND APPROXIMATE ASSESSED AND APPROXIMATE ASSESSED ASSESSED AND APPROXIMATE ASSESSED AND APPROXIMATE ASSESSED ASSESSE

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We welcome your comments and suggestions for improvements—please send to dama-trakepi@milista.eteras.eds or the address in the copyright section above.

The Dana Conser works to raise student achievement in K-16 authorsatics and acience, especially for historically underserved populations. We do so by The Lana Conset works to raise student achievement in K-10 stathernatics and actions, especially for historically understowed populations. We do so by providing direct service to school districts and instinations of higher education, to local, state, and national education leaders, and to agencies, neeprofits, and

The Center was founded in 1991 at The University of Texas at Austin. We carry out our work by supporting high standards and building system capacity. The Center was rounded in 1991 at 100 University of Joses at Austra. We carry out our work by supporting main standards and dusting system expectly; collaborating with key state and national organizations to address energing issues; creating and delivering professional supports for educators and official energing issues; creating and delivering professional supports for educators and official energing issues; creating and delivering professional supports for educators and official energy for education and official energy for educators and offic consorrang wan 50 yase and henous organizations to address emerging usine; creating and delivering professional supports for education and education floaders, and whiting and publishing education resources, including student supports. Our saff of more than 60 has worked with dutters of school systems in nearly 20 states and with 50 percent of Tear's more than 1,000 school districts. We are committed to ensuring that the accident of where a child attends achool districts with a system of the state of the second of the state of the st

For more information about our programs and resources, ace our homopage at www.atdasacenter.org. To access our resources (many of them free), ace our cus and management soons one propriate and resources, not our management as were measurement or great over consequent management and as were access over consequent management and sign up online—go to

^{*}For the high school course sequences, we relied on the Common Core State Standards Mathematics Apparelles A: Designing High School Mathe For the migh achoos course sequences, we retied on the Common Core State Standards Mathematics Appendix A: Designing High School Mathematics Core as Based on the Common Core State Shandards, developed for the CCSS mutative by Achieve, Inc., which convened and managed the Achieve Pathways

Emmatta

Acknowledgments

Unless otherwise noted, all staff listed here are affiliated with the Dana Center Our thanks

Project director

Laurie Garland, director of program and product development Sam Zigrossi, senior advisor

We gratefully acknowledge the more than 100 school districts and thousands of educators who have informed the development of these

Editorial and production staff Developers and tacilitators

Patti Bridwell, senior program coordinator for leadership rant in terrorit, some program nonnemant an americany Laurie Garland, director of program and product developmen Tom McVey, professional development team lead Sam Zagrossi, senior advisor Cara Hopkins, proofreader Pachel leokins, consulting editor Tom McVey, professional development team lead and print production manager Phil Swann, among designer

The Charles A. Dana Contex

Introduction

Studying the Standards Phase i:

Narrowing the Field of Instructional Materials Phase 2:

Phase 3:

The purpose of Phase 3: Assessing Mathematical Content Alignment is to determine the degree to which the materials are aligned to the standards (content and processes). In Phase 3, participants conduct an in-depth review of the 2-3 instructional materials selected in Phase 2. The Phase 3 process requires selection committee members to use set criteria in order to determine a rating for each sample, to cate examples to justify their some for each sample, and to document shandards that are massing or not well-developed in the instructional materials examined

As a whole group, selection committee members should practice applying the Phase 3 rubric. The purpose of the whole group practice is to promote inter-rater reliability and calibration

In Phase 3 it is not important to analyze every page, section, or chapter of a resource. It is important to identify an area, topic, or big idea for the deep content analysis of Phase 3 (e.g. development of equivalent fractions, addition of whole numbers, development of proportionality...). The identified area, topic, or big idea will be used for all the instructional materials considered in Phase 3. The area, topic, or big idea can be the securities made, upon, to up need the mean that me the interest and the security of the security make up a greater portion of identified through the use of stadent achievement data, curriculum priorities challenges, or idens that typically make up a greater portion of instruction in particular grade levels courses. In most cases, Phase 3 wall adentify the one resource that is best aligned.

- Use your current adoption to practice using the Phase 3 rubric. Select one big idea to focus your analysis (see acts above for selecting the Step-by-Step Instructions 1.
- independently, committee members use their current resource, the identified big idea (and associated pages in that resource), and the Phase 3 rubns to score and document the extent to which the material (content and processes) aligns to the standards.
- In small groups, committee members share their according and justifications. Small groups come to consensus on how the current resource
- Each small group shares with the large group their score. Repeat the consensus building to generate a large group score on this big idea.
- Clarify any misunderstandings about how to apply the rubric before committee members begin to use Phase 3 rubric on the selected marrials.

Table of contents	
Introduction	
Scoring Rubric and Documentation Forms.	•
Documenting Alignment to the CCSS for Mathematics: Standards for Mathematical Practice	

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- Based on the size of the selection committee, determine the number of areas, topics, or big ideas to be examined for each grade course. If the group size is large, more areas, topics, big ideas can be examined within each grade level course.
- Make sure committee members have multiple copies of the Phase 3 rubric.

Documenting Alignment to the CCSS for Mathematics: Standards for Mathematical Content...

- Committee members apply the Phase 3 rubic for each of the materials.
- Establish a time line for groups to complete and submit Phase 3 documentation.
- Establish a data collection and analysis process to attain a ming for each resource

Materials and Supplies

- Phase 3: Assessing Mathematical Content Aligument black line master multiple copies per person
- Currently used instructional resource
- The 2 to 4 instructional materials selected in Phase 2

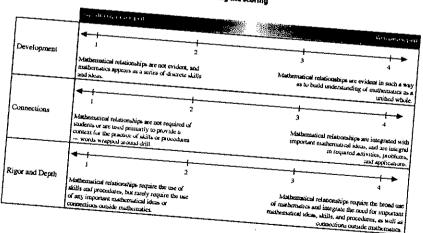
Assessing Vertical Alignment of Instructional Materials Phase 4:

Important Mathematical Ideas: Understanding the scoring

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	ger and Depth	procedures, and the manufactured	Important membersatical ideas are arrelated

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Mathematical Relationships: Understanding the scoring



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Skills and Procedures: tinderstanding the scoring

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Development	2	Well Devel
	Skills and procedures are the primary focus, are developed without conceptual understanding, and are lowesty connected to important mathematical ideas—important mathematical ideas are adjust.	Skills and procedures are integrated with mipur mathematical index and are
Connections	2 Skills and procedures are treated as discrete	toods in applying and understanding important of its mothernation in the mothernation in the second
gor and Depth Sk	tions or other skills and procedures. 2 alls and procedures are practiced without proposed understanding outside any context, not require the use of important themsaled ideas, and exprimarily choosed in your exercises and duff	Skills and procedures are integral with—act ventationally connected to important instruments along and on skills and procedure skills and procedure Skills and procedures are critical to the application and understanding of important mathematical plens, and are embedded in

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Documenting Alignment to the	Reviewed By:
Standards for Mathematical Practice	Title of Instructional Materials:

1. Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They anadyze Mancronically proficient students sum by explaining to memorives the menting of a problem and tooking for early points to its southor. I bey singly given, constraint, relationships, and goals. They make conjectures about the form and menting of the solution and plan a solution pathway rather than a solution pathway table in the conjectures about the form and menting of the solution and plan a solution pathway inther than given, constraints, retutionables, and goals. They make conjectures about the form and meaning of the solution and pion a solution pathway rather tion simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to supply jumping into a solution stempt. They consider analogous problems, soil try special cities and simpler forms of the original problem in other to gain insight into its solution. They monitor and evaluate their progress and change council in occasiny. Other students might, depending on the context of the models of the context of t gain imply into its solution. They monitor and evaluate their progress and change course it occussity. Other students might, depending on the context or the problem, frankform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically context are available on a real-situation of the context of t the problem, fransform algebraic expressions or change the viewing window on their graphing casculator to get the information tacty need. Stationnation proficient students can explain currespondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and actions and the contraction of the pronocus suoceus can explain correspondences netween equinous, verbal descriptions, tables, and graphs or draw diagrams or important features and relationships, graph data, and search for regularity or trends. Younger students origin rely on using concrete objects or pictures to help conceptualize and representations graph usus, and search for regularity or treats. Foundation angularity on using concrete objects of pertures to neep conceptantize and scale a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves. Possible a problem of the problem of t note a protein. Manufastically professed stocents energy makes to proteins using a outcient method, and they community as a member to, some this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches

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leason abstractly and quantitatively.	and a substitute to best
distinguishedly proficient students make sense of quantities and	is their relationships in problem situations. They bring two complementary abilities to bear decontextualize—to ubstinct a given simulou and represent it symbolically and manipulate boot necessarily astending to their referents—and the ashiny to contextualize, to pause as the referents for the symbolic involved. Quantitative reasoning entails habits of creating a units involved, attending to the meaning of quantities, not just how to compute them; and ad objects.
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	Title of Instructional Materials:
Documenting Alignment to the Standards for Mathematical Practice	
Mathematically proficient students can apply the mathematically grades, this might be a simple as writing an addition equal plan a school event or analyze a problem in the community to describe how one quantity of interest depends on another.	sites they know to solve problems arising in everyday life, society, and the workplace. In early sition to describe a situation in middle grades, a student might apply proportional reasoning to g. By high school, a student might use geometry to solve a design problem or use a function or. Mathematically proficient students who can apply what they know are comfortable making attuation, realizing that these may need revision later. They are able to identify important attuation, realizing that these may need revision later. They are able to identify important passions They routinely interpret their mathematical results in the context of the situation and ring the model if if has not served its purpose.
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Documenting Alignment to the Standards for Mathematical Practice

 Construct viable arguments and critique the reasoning of others. Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They stancementary pronounce accounts understance and use stance assumptions, uniminate, one providing account resurts in constructing arguments. They are able to analyze situations by breaking make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking mase conjectures and many a segicar progression or statements to export the trum or their conjectures. I key are able to analyze attuations by oreasing them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically professed students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, pronument suscents and any account on the control country of the parameter arguments, management content arguments and content referents such so objects, drawings, and—if there is a flaw in an argument—explain what it is. Flementary students can construct arguments using concrete referents such so objects, drawings. diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, ungrams, and across, our arguments on many seasonate or contest, over more any arc are generated as among many more practice, and the arguments of others, decide whether they students learn to determine domains to which an argument applies. Students at all grades can listen or tend the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments. Portions of the methametical practice that are mining or not well developed in the Lackican the chapter(s), acction(s), or page(s) reviewed. instructional materials (if sny):

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Documenting Alignment to the Standards for Mathematical Practice

Use appropriate tools strategically.

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htathernatically proficient students comider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protector, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Professen students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful. screens are successfully maximum with more appropriate to their gener or course to make natically proficent high school students analyze graphs of functions recognizing both the insight to be guined and their limitations. For example, mathematically proficent high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect pussible errors by strategically using estimation and other mathematical knowledge. When making mailsensited models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare productions with data. Mathematically profesions students at various grade levels are able to identify relevant external mathematical recourses, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

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Standards for Mathematical Practice	Title of Instructional Materials:
6. Attend to precision.	
Matternatically proficient students to to con-	
tersoning. They state the meaning of the symbols they expectlying units of measure, and thebing some to clarify-express numerical massers with a degree of precision approxymations to each other. By the time they reach high se	precisely to others. They try to use clear definitions in discussion with others and in their shoose, including inting the equal sign consistently and appropriately. They are careful at the correspondence with quasilities in a problem. They calculate accurately and efficient propriate for the problem context. In the dementary grades, stokens give carefully form chool they have learned to examine claims and make explicit use of definitions.
tidicate the decree	
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7. Look for and make use of structure.

Midhematically proficient students look closely to discern a postern or structure. Young students, for example, might notice that three and seven more is he same amount at seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Laser, students will see 7×8 equals the well remembered $7 \times 5 \times 7 \times 3$, in preparation for learning about the distributive property. In the expression, e = 1.4, other students will see the 14 as 2×7 and the 9 as 2×7 . They recognize the original cancer of an existing line in a geometric figure and can use the strategy of drawing an untiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2 \approx 5$ muons a positive number times a square and use that its value cannot be more than 5 for any real numbers x and y.

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The Complex Number System (N-CN)

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Know there is a complex number / such that $r^2 = -1$, and every complex number has the form $a + br$ with a and b real.	Important Mathematical Ideas
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Size and information of the company of the control of the company	Perform arithmetic operations with complex numbers.	met. Cite examples from the meterials.	N-CN.7	Important Mathematical Ideas
The Section of the company of the managery of	N-CN2	Important Mathematical Ideas		1 2 3 / 9
Laboration of the content of the con	Use the relation $Z = -1$ and the commutative, associative, and discriminate properties to add, subtract, and multiply complex numbers.		Note: Polynomete with real coefficients.	. /
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erstand the relationship between zeros and factors of polynomia	met. Cite examples from the materials.	A-APR.4 Prove polynomial identities and use them to describe numerical relationships Prove polynomial identities and use them to describe numerical relationships Prove polynomial identities and use them to describe numerical relationships Prove polynomial identities and use them to describe numerical relationships Prove polynomial identities and use them to describe numerical relationships Prove polynomial identities and use them to describe numerical relationships Prove polynomial identities and use them to describe numerical relationships Prove polynomial identities and use them to describe numerical relationships Prove polynomial identities and use them to describe numerical relationships Prove polynomial identities and use them to describe numerical relationships Prove polynomial identities and use them to describe numerical relationships Prove polynomial identities and use the prove numerical relationships Prove polynomial identities and use the prove numerical relationships Prove polynomial identities and use the prove numerical relationships Prove polynomial identities and use the prove numerical relationships Prove polynomial identities and use the prove numerical relationships Prove polynomial identities and use the prove numerical relationships Prove polynomial identities and use the prove numerical relationships Prove polynomial identities and use the prove numerical relationships Prove polynomial relationships Pro	Importent Mathematical Ideas 2 3
2.3 y zeros of polymomials when suitable factorizations are available,	Important Mathematical Ideas	For example, the polynomial identity (x + y) = (x - y)	d / ' /
e the zeros to constituce a roops graph of the manner		to generate Pythegorean triples.	Skills and Procedures
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the the theory of the section(s), and/or page(s) reviewed.	C4 4 .	ACCICEMENTAL CITED ON COLUMN C	Portions of the domain, cluster, and standard that are missing or not w developed in the instructional materials (if any):
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A-CED.2	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.	ALGEBRA # — ALGEBRA (A) Creating Equations (A-CED)	Title of instructional Materials:
Create equations in two or more variables to represent relations quantities; graph equations on coordinate axes with labels and hose; Equations to coordinate axes with labels and	· Ilmand	Country Equations (A-CED)	
overaite equations in two or more variables to represent relations (quantities: graph equations on coordinate axes with labels and Note: Equations using all available types of expressions, including emple root in	Ships between Important Mathematical ideas	Create equations that describe numbers or relationships. A-GFD 1	
Good opener us tech & real-world	· · · · · · · · · · · · · · · · · · ·	Represent constraints by equations or inequalities, and by ayes equations and/or inequalities, and interpret solutions are solutions.	the examples from the materials.
JOBA Grener	Skills and Procedures	oquations and/or inequalities, and interpret solutions as viable options in a modeling contact for example, represent memorial nutritional and cost contents.	terns of Important Mathematical Ideas
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ge formulas to highlight a quantity of interest, using the same translating equations. For example, manager of the same translating the same translating to the same translating the same translating to the same translating	from the materials.	Reasoning with Equations and inequalities (A-REI) Understand solving	and the same of th
ge formulas to highlight a quantity of interest, using the same g as in solving equations. For example, learning Ohm's law highlight resistance R *	Important Mathemetical Ideas	Understand solving equations as a process of reasoning and explain the reasoning. A-REI 2	
fone among a stance R a	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	A-REL2	n Summary and documentation of how the domain, cluster, and standard met. Cita examples from the materials.
ions using all available types of expressions, including simple roof functions.	2 3		met. Cite examples from the materials.
A THE STREET	loca .	Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.	materials.
	Skiffe and Proceduras	examples showing how extraneous solutions in one variable, and give examples showing how extraneous solutions may arise.	Important Mathematical Ideas
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Title of Instructional Materials:

ALGEBRAH -A ... RA (A)

Create equations that describe numbers or relationships.

Creating Equations (A-CED)

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ithmetic with Polynomials and Rational Expressions (A-APR)	Summary and documentation of how the domain, cluster, and etandard are	Rewrite rational expressions.	met. Cite examples from the materials.
ise polynomial identities to solve problems.	met. Cite examples from the meterials.	A-APR.6	Important Mathematical Ideas
LAPR 5	Important Mathematical Ideas	A = A + A + A + A + A + A + A + A + A +	/1 2 3 4
$x = x^{-1}$	1 2 / 3 4	form $q(x) + r(x)/b(x)$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are position, long division, or,	/ /
+) Know and apply the behomsa incoron has allowed by account of x, and y for a positive integor n, where x and y account of x, and y for a positive integor n, where x and y account our numbers, with coefficients determined for example by Pascal's Triangle.		for the more complicated examples, a computer algebra system.	Skižs and Procedures
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ALGEBRA II — ALGEBRA (A) Arithmetic with Polynomials and Rational Expressions (A-APR)	the standard and standard and	Create equations that describe numbers or relationships.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Rewrite rational expressions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the metalists.		<u> </u>
	/ /	A-CED.1 Create equations and inequalities in one variable and use them to solve	Important Mathematical Ideas
A-APR.7 (+) Understand that rational expressions form a system analogous to the	Important Mathematica) Ideas 4	Create equations and inequantees if or warrant or an open problems, include equations arising from knear and quadratic functions, as simple rational and exponential functions."	*
(*) Understand that resonan expression name and instruction, multiplication, and division by a nonzero retional expression; add, subtract, multiply, and division by a nonzero retional expression; add, subtract, multiply, and division.	•	the state before of expressions including simple root backtors.	Skills and Procedures
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Title of Instructional Materials: | Hott McDogal Alg II

Documenting Alignment to the Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

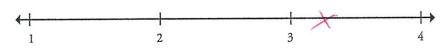
Indicate the chapter(s), section(s), or page(s) reviewed.

Ch. 5-8

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

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Title of Instructional Materials:	

2. Reason abstractly and quantitatively.

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

Indicate the chapter(s), section(s), or page(s) reviewed.

Ch-5-8

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Thru The "Thruk and discuss" and high trequery of story problems and "write about it" problems students attend to the meaning of quantities



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Title of Instructional Materials:	

3. Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

Indicate the chapter(s), section(s), or page(s) reviewed.

Ch.5-8

Summary/Justification/Evidence

The "Think and discuss" feature and the "what if" problems, Students construct and critique reasoning. Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):



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Title of Instructional Materials:	

4. Model with mathematics.

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

Indicate the chapter(s), section(s), or page(s) reviewed.

Ch.5-8

Summary/Justification/Evidence

Thru "Connecting Ayebra to ... and the labs, Strokents interpret results and reflect on meaning and sense of results Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):



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Title of Instructional Materials	

5. Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Indicate the chapter(s), section(s), or page(s) reviewed.

Ch-5-8

Summary/Justification/Evidence

Then the labs and "Connecting Algebra to ..."

Students were appropriate tooks to explore and alegen
their undostanding of concepts

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):



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Title of Instructional Materials:	

6. Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Indicate the chapter(s), section(s), or page(s) reviewed.

Ch 5-8

Summary/Justification/Evidence

Then the "Think and discuss" feature and then the "check" at the end of every example, Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):



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Title of Instructional Materials	

7. Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

Indicate the chapter(s), section(s), or page(s) reviewed.

Ch.5-8

Summary/Justification/Evidence

Then the labs and Connectors students look for patherns or store the along with the tryph and Disuss" feetine.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):



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Title of Instructional Materials:	

8. Look for and express regularity in repeated reasoning.

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation (y-2)/(x-1)=3. Noticing the regularity in the way terms cancel when expanding (x-1)(x+1), $(x-1)(x^2+x+1)$, and $(x-1)(x^3+x^2+x+1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

Indicate the chapter(s), section(s), or page(s) reviewed.

Ch.5-8

Summary/Justification/Evidence

Then the use of "Helpful Hents" students over encouraged to look for pute repetition and Shortcuts. Then the Problem Solvey Strategy students Evaluate intermediate pervits

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):



Reviewed By:	

ALGEBRA II — NUMBER AND QUANTITY (N)

The Complex Number System (N-CN)

Perform arithmetic operations with complex numbers.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.		
N-CN.1 Know there is a complex number i such that $i^2 = -1$, and every complex number has the form $a + bi$ with a and b real.	Important Mathematical Ideas 1 2 3 4		
	Skills and Procedures 1 2 3 4		
	Mathematical Relationships 1 2 3 4		
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Evidence Well presented Thru "Know it Notes" and vocabiling		
Sect 5.5	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):		
	Overall Rating 1 2 3 4		

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Reviewed By:	
Title of Instructional Materials:	

ALGEBRA II — NUMBER AND QUANTITY (N)

Perform arithmetic operations with complex numbers.	Summary and documentation of how the domain, cluster, and standard ar met. Cite examples from the materials.		ard are		
N-CN.2	Important Mathematical Ideas	 	ı	4/	. t., s.
Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.	Important Mathematical fueas	1	2	3	4
Note: <i>i</i> ² as highest power of <i>i</i> .					
	Skills and Procedures	+		- XI	
		1	2	3	4
	Mathematical Relationships	(
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	Overall Rating				 ->
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Reviewed By:

Title of Instructional Materials:

ALGEBRA II - NUMBER AND QUANTITY (N)

Use complex numbers in polynomial identities and equations.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.		
N-CN.7 Solve quadratic equations with real coefficients that have complex solutions. Note: Polynomials with real coefficients.	Important Mathematical Ideas	1 2 3 4	
	Skills and Procedures	1 2 3 4	
	Mathematical Relationships	1 2 3 4	
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Endergraphy of	visuals, extensions, and contral	
Sect 5.5 -5.6, 6.6	Portions of the domain, clu developed in the instruction	ster, and standard that are missing or not well nal materials (if any):	
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Reviewed By:	

Title of Instructional Materials:	
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ALGEBRA II — NUMBER AND QUANTITY (N)

Use complex numbers in polynomial identities and equations.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
N-CN.8 (+) Extend polynomial identities to the complex numbers. For example, rewrite $x^2 + 4$ as $(x + 2i)(x - 2i)$.	Important Mathematical Ideas 1 2 3 4
Note: Polynomials with real coefficients.	Skills and Procedures 1 2 3 4
	Mathematical Relationships 1 2 3 4
	Summary / Justification / Evidence Description / Proposition Serving - Proposition of Discounting and Discoun
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
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Title of Instructional Materials:	

ALGEBRA II - NUMBER AND QUANTITY (N)

Use complex numbers in polynomial identities and equations.	Summary and documentati met. Cite examples from the			ster, and standard are
N-CN.9 (+) Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.	Important Mathematical Ideas	1	2	3 4
Note: Polynomials with real coefficients.				
	Skills and Procedures	1	2	3 4
	Mathematical Relationships	1	2	3 4
	Summary / Justification / E	ldicated t	n to FTA a	nd clini yong the
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Title of Instructional Materials	•	

ALGEBRA II - FUNCTIONS (F)

Building Functions (F-BF)

Summary and documentation of how the domain, cluster, and standard are Build a function that models a relationship between two quantities. met. Cite examples from the materials. F-BF.1b Important Mathematical Ideas 1. Write a function that describes a relationship between two quantities.* b. Combine standard function types using arithmetic operations. For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and Skills and Procedures relate these functions to the model. Note: Include all types of functions studied. Mathematical Relationships Summary / Justification / Evidence Developed adequately and used in applications Indicate the chapter(s), section(s), and/or page(s) reviewed. Portions of the domain, cluster, and standard that are missing or not well Chapter 7 developed in the instructional materials (if any): Overall Rating

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Title of Instructional Materials:	

ALGEBRA II — FUNCTIONS (F)

Building Functions (F-BF)

Building Functions (F-BF)		£ 1	Jamain alu	atox and stands	ard aro
Build new functions from existing functions.	Summary and documentation met. Cite examples from the	e materials.	nomain, ciu	ster, and Standa	aru are
F-BF.3 Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, k $f(x)$, $f(kx)$, and	Important Mathematical Ideas	1	2	3	$\underset{4}{\overset{\times}{\longmapsto}}$
f(x + k) for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. <i>Include recognizing even and odd functions from their graphs and algebraic expressions for them.</i>	Skills and Procedures	4		X 1	 →
Note: Include simple radical, rational, and exponential functions; emphasize common effect of each transformation across function types.		1	2	3	4
	Mathematical Relationships	1	2	3	4
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
Sect 5.1,6.8	Portions of the domain, cludeveloped in the instruction even and functions one minor mention	nal materials (if any):		
	Overall Rating	1	2	1 X 3	4

Reviewed By:	

Title of Instructional Materials:	
THE OF HISH actional Materials.	

ALGEBRA II — FUNCTIONS (F)

Building Functions (F-BF)

Build new functions from existing functions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
 F-BF.4a Find inverse functions. a. Solve an equation of the form f(x) = c for a simple function f that has an inverse and write an expression for the inverse. For example, f(x) = 2 x³ or f(x) = (x+1)/(x-1) for x ≠ 1. Note: Include simple radical, rational, and exponential functions; emphasize common effect of each transformation across function types. 	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Mathematical Relationships 1 2 3 4 Summary / Justification / Evidence Explicit examples applications, technology lab and making conjectures
Chapter 7,9	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Overall Rating 1 2 3 4

Reviewed By:	
Title of Instructional Materials:	

ALGEBRA II — FUNCTIONS (F)

Linear, Quadratic, and Exponential Models (F-LE)

Construct and compare linear, quadratic, and exponential models and solve problems. Summary and documentation of how the domain, cluster, and met. Cite examples from the materials.					
F-LE.4	Important Mathematical Ideas				<u> </u>
For exponential models, express as a logarithm the solution to $ab^a = d$ where a , c , and d are numbers and the base b is 2, 10, or e ; evaluate the logarithm using technology.*	important matromatical result	1	2	3	4
Note: Logarithms as solutions for exponentials.	Skills and Procedures		1		- X
	Oklis and Froceduces	1	2	3	4
		-			
	Mathematical Relationships	{ 			- X i
		1	2	3	4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Ex All an met built will exemplis	ridence (abs, Co	nnickus, von	or enolysis	15 20 pd
		ston and st	andard that are	missing or r	ot well
Ch.7	Portions of the domain, cludeveloped in the instruction	ster, and st nal materia	ls (if any):		
Ch.7	Portions of the domain, clus developed in the instruction	nal materia	ls (if any):		

48

1	Reviewed By:				
)	Title of Instructional Materia	de			
ALGEBRA II — ALGEBRA (A)					
Reasoning with Equations and Inequalities (A-REI)					
Represent and solve equations and inequalities graphically.	Summary and documental met. Cite examples from to	tion of how he meterials	the domain, ck	ister, and stan	derd are
A-REI.11	Important Methematical Ideas	·			
Explain why the x-coordinates of the points where the graphs of the opusations $y \in R(x)$ and $y \in R(x)$ indexect are the solutions of the equation $R(x) = g(x)$; and the solutions approximately, e.g., using technology to graph the functions, make tobles of values, or find successive approximations, include cases where $R(x)$ ander $g(x)$ are linear, polynomial, rational, absolute		1	2	3	4
value, exponential, and logarithmic functions."		4-4	2		-
Note: Combine polynomes, ristional, radical, absolute value, and argonented sundtons.		,	4	3	4
	Mathematical Relationships				
	Watthetteness Learning white		' 		
		1	7	3	•
	Summery / Justification / E	ividence			
indicate the chapter(s), section(s), and/or page(s) reviewed.	•				
	Portions of the domain, cla developed in the instruction	istor, and st nal material	tendard that am Is (if any):	missing or no	Sew to
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	Overall Rating		· · · · · · · · · · · · · · · · · · ·		
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In: Charles A. Dana Center					3.5
R	eviewed By:				
π	ide of Instructional Material:	p,			
VLGEBRA II FUNCTIONS (F)	THE OIL LAND SPECTRUM STREET, SPECTRUM	•,			-
nterpreting Functions (F-IF)					
Interpret functions that arise in applications in terms of the context.	Summery and documentational. Cite examples from the	on of how ti	he domain, ciu	ar, and stand	ard are
F-LF-5					
Relate the domain of a function to its graph and, where applicable, to the	Important Mathematical Ideas	++	+		+
quantitative relationship it describes. For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then		1	2	3	•
the positive integers would be an appropriate domain for the function.*					
Note: Emphasize exection of appropriate models.	Skills and Procedures	41			1.
		1	2	,	
			-	•	•

	Title of Instructional Mater				
ALGEBRA II — FUNCTIONS (F)					
interpreting Functions (F-IF)	1				
Interpret functions that arise in applications in terms of the context.	Summary and document met. Cite examples from	ation of how the material	the domain, ch s.	ister, and star	odard an
F4FA	Important Mathematical Ide	ns 4.			
For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch		** *	2		*
graphs showing key features given a verbal description of the relationship.				-	
Key features include: intercepts, intervals where the function is increasing, decreasing, positive, or negative, relative maximums and minimums.	Skills and Procedures				
symmetries; and behavior; and periodicity."	SAME EXPRISED OF	4-j	2		-
Note: Include retorist, squere root and cube root, emphasize extection of appropriate models.		•	-	•	•
	Mathemetical Reletionships				
		4-4	2	3	4
	Summary / Justification /	Evidence			
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indicate the chapter(s), section(s), and/or page(s) reviewed.					
	Bortions of the demain	dd .			
	Portions of the domain, or developed in the instruct	susser, and s ional materi:	tandard that are is (if any):	massing or n	ot well
	Overall Rating	++			-}+
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he Courtes A. Dana Center					36
	Reviewed By:				34
LGEBRA II FUNCTIONS (F)	Neviewed By: Title of Instructional Materi	als:			34
LGEBRA II FUNCTIONS (F) ntarprating Functions (F-IF)	itle of Instructional Materi				
ALGEBRA II — FUNCTIONS (F) Interpreting Functions (F-IF) Interpret functions that arise in applications in terms of the context.	•	tion of how	the domain, cke	ster, and stan-	
LGEBRA II — FUNCTIONS (F) Interpreting Functions (F-JF) Interpret functions that arise in applications in terms of the context. F-JF-8	Summary and document met. Cite examples from	stion of how the meterials	the domain, cke	ster, and stand	dard ere
LIGEBRA II — FUNCTIONS (F) Interpreting Functions (F-IF) Interpret functions that arise in applications in terms of the context. F-IF-A Calculate and interpret the average rate of change of a function (presented	Stile of Instructional Materi	stion of how the meterials	the domain, cke	+	tard ere
LEGEBRA II — FUNCTIONS (F) hterpreting Functions (F-IF) interpret functions that arise in applications in terms of the context. F-IF-8 Calculate and interpret the average rate of change of a function (presented symbologisty or es a table) over a specified interval. Estimate the rate of change from a graph.	Summary and document met. Cite examples from	ation of how the meterials	· · · · · · · · · · · · · · · · · · ·	ster, and atan-	dard ere
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LEGEBRA II — FUNCTIONS (F) hterpreting Functions (F-IF) interpret functions that arise in applications in terms of the context. F-IF-8 Calculate and interpret the average rate of change of a function (presented symbologisty or es a table) over a specified interval. Estimate the rate of change from a graph.	Summary and documents met. Cite examples from important Mathematical idea	the materials	· · · · · · · · · · · · · · · · · · ·	+	tard ere
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LGEBRA II — FUNCTIONS (F) Interpreting Functions (F-IF) Interpret functions that arise in applications in terms of the context. F-IF-B Calculate and interpret the average rate of change of a function (presented symbolically or as a tuble) over a specified interval. Estimate the rate of change from a graph.* Note: Emphasize selection of approprete models.	Summary and document met. Cite examples from important Methematical idea Skills and Procedures	stion of how the materials	1 2	3 3	dard ere
LIGEBRA II — FUNCTIONS (F) Interpreting Functions (FJF) Interpret functions that arise in applications in terms of the context. F-IF-B Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a greph.* Note: Emphasize selection of appropriete models.	Summary and documents met. Cite examples from Important Mathematical idea Skits and Procedures Mathematical Relationships Summary / Justification /	stion of how the materials 3 4 1 1 2 Evidence	1 2	3 3 3	ttard are
LGEBRA II — FUNCTIONS (F) ntarprating Functions (F-IF)	Summary and document met. Cite examples from important Methematical idea Skills and Procedures	stion of how the meserials	2	3 3 3	ttard are
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LIGEBRA II — FUNCTIONS (F) Interpreting Functions (FJF) Interpret functions that arise in applications in terms of the context. F-IF-B Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a greph.* Note: Emphasize selection of appropriete models.	Summary and documents met. Gits examples from important Mathematical idea Skills and Procedures Mathematical Relationships Summary / Justification / Portions of the domain, ci	stion of how the meserials	2	3 3 3	1

Reviewed By:

The Charles A. Dans Center

Overall Reting

Indicate the chapter(s), section(s), and/or page(s) reviewed.

Summary / Justification / Evidence

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

37

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¥	Reviewed By:	***********			
1	fule of Instructional Material	ls:			
ALGEBRA II — FUNCTIONS (F)					
interpreting Functions (F-IF)					
Analyza functions using different representations.	Summary and documentate met. Cite examples from the			ister, and stan	dard are
F-4F.7b	Important Mathematical Ideas				
 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.* 	Important methodistration needs	1	2	3	4
 Graph square root, cube root, and plecewise-defined functions, including step functions and absolute value functions. 	Skills and Procedures	4			
Note: Focus on using key features to guide essection of appropriate type of model function.		ì	2	3	4
	Mathemetical Relationships	++	2	3)
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, cludeveloped in the instruction			e missing or n	ot well
	Overall Rating				
	Cytotal reading	+	2		- + →
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F	Reviewed By:				
	itle of Instructional Material	s:			
ALGEBRA II — FUNCTIONS (F)					
Interpreting Functions (F-IF) Analyze functions using different representations.	Summary and documentate			ister, and stan	dard are
F-F-7e	met. Cite examples from th		<u> </u>		
 Graph functions expressed symbolically and show key features of the graph, by hand in sumple cases and using technology for more complicated cases. 	Important Mathematical Ideas	<u> </u>	2	3	+
 Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and ampfitude. 	State and Procedures	+	1 2		++
Note: Focus on using key feetures to oxide selectors of acordonate type of model function	1	•	-	•	•

Analyze functions using different representations.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.				
F-IF.7a 7. Graph functions expressed symbolically and show key features of the graph, by hand in sumple cases and using technology for more complicated cases.	Important Mathematical Ideas		2	3	+>
 Graph exponential and logarithmic functions, showing intercepts a end behavior, and trigonometric functions, showing period, midlina and amplitude. Note: Four, or using lay features to gidds selection of appropriate type of model function 		- 	1 2	3	+
	Mathemetical Relationships	+ i 1	<u> </u>	i 3	+
indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / E	vidence			
	Portions of the domein, cludeveloped in the instruction			missing or no	ot weil
	Overali Rating	44			
		ì	2	3	1

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Title of Instructional Materials	

ALGEBRA II - FUNCTIONS (F)

Interpreting Functions (F-IF)

Analyze functions using different representations. Summary and documentation of how the domain, cluster, and stan met. Cite examples from the materials.						
F-IF-7c	Important Mathematical Ideas	4.4				
 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.³ 		``i	2	3	•	
 Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior. 	Skills and Procedures	++				
Note: Focus on using key features to guide selection of appropriate type of model function		t	2	3	4	
	Mathemetical Relationships	+1				
		1	2	3	4	
	Summery / Justification / E	vidence				
indicate the chapter(s), section(s), and/or page(s) reviewed.						
	Portions of the domain, cluster, and standard that are missing or not we developed in the instructional materials (if any):					
	Overall Rating	4	1 2		-	
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42

ALGEBRA II - FUNCTIONS (F)

Analyze functions using different representations.	Summary and documentation of how the domain, cluster, and standard are met. Oite examples from the materials.						
F-IF3e	important Mathematical Ideas						
 Virite a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function. 	Exponent madioniance loses	1	2	3	4		
 Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context. 	Skills and Procedures	•+					
Note: Focus on using key leasures to guade ealection of appropriate type of model function		ì	2	3	4		
	Mathematical Relationships	4.1			1.1		
		1	2	3	4		
	Summary / Justification / E	vidence					
indicate the chapter(s), section(s), and/or page(s) reviewed.							
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):						
	Overall Rating	4+					

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	Title of Instructional Materials	·					Title of Instructional Materia	.ls:		
JEBRA II — FUNCTIONS (F) Interpreting Functions (F-IF)						LGEBRA II FUNCTIONS (F) Interpreting Functions (F-IF)				
Analyze functions using different representations.	Summary and documentation met. Cite examples from the	on of how the domain materials.	, cluster, and star	ndard are		Analyze functions using different representations.	Summary and documental met. Cite examples from the		domain, cluster	, and standard are
F-IF.8b 8. Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function. b. Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change	Important Mathematical Ideas	 	3		C (c)	F-MFS Compare properties of two functions each represented in a different way algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadrator function and an algebraic expression for another, say which has the larger maximum.	Important Mathematical Ideas	1	2	-
In functions such as y = (1.027, y = (0.07); y = (0.07); y = (1.07); y = (1.07	Skills and Procedures	{ 1	,	→		tole. Focus on using Key features to guide selection of appropriate type of model function.	Skills and Procedures	♦ i	2	3 1
	Mathematical Relationships	1 2	t	4			Mathematical Relationships	()	2	5 1
	Summary / Justification / Ev	idence					Summary / Justification / E	ividence		
Indicate the chapter(s), section(s), and/or page(s) reviewed.					18	indicate the chapter(s), section(s), and/or page(s) reviewed.				
	Portions of the domain, clus developed in the instruction		tare missing or n	sot well			Portions of the domain, cla developed in the instruction			ising or not well
	1	1 2	3	++			Overali Rating	1	2	3 4
The Charles A. Dana Center	Reviewed By:			-43	Fin	se Charles A Dana Center	2			#
	·						Reviewed By.			
ALGEBRA II FUNCTIONS (F) Building Functions (F-BF)	Title of Instructional Materials:					LGEBRA II — FUNCTIONS (F) uilding Functions (F-BF)	Title of Instructional Materia	Ls:		
Build a function that models a relationship between two quantities.	Summary and documentation rost. Cite examples from the		cluster, and sten	ens brabe		Build new functions from existing functions.	Summery and documental met. Cite examples from the	ion of how the o	domain, cluster	, and standard are
F-8F-1b 1. Write a function that describes a relationship between two quantities.* b. Combine standard function types using arithmetic operations. For example, build a function that models the temperature of a cooling	Important Mathematical Ideas	1 2	3		ic tr	F-BF.3 dentity the effect on the graph of replacing $f(x)$ by $f(x) + K$, $Kf(x)$, $f(x)$, and $(x + k)$ for specific values of k (both positive and negative); find the value of given the graphs. Experiment with cases and Mustrate an explanation of	1	1	2	
body by adding a constant function to a decaying exponential, and relate these functions to the model Hose: include all types of functions studied.	Skills and Procedures	 	3	+	Ŕ	the effects on the graph using technology. Include recognizing even and od functions from their graphs and algebraic expressions for them. Note: Include aimple recical, retional, and exponentee functions; emphasics common effect of each transformation across function types.	Skille and Procedures	1	2	3 4
	Mathematical Relationships	(3	 	P. C.		Mathemetical Relationships	1	2	3 4
	Summary / Justification / Evi	idence					Summary / Justification / E	ividence		
indicate the chapter(s), section(s), and/or page(s) reviewed.						indicate the chapter(s), section(s), and/or page(s) reviewed.				
	Portions of the domain, clust developed in the instructions		tare missing or n	ot well			Portions of the domain, ck developed in the instruction			ising or not well

The Charles A Dana Center 45 The Charles A. Dana Center

Overall Rating

т	itle of Instructional Materia	le.			
ALGEBRA II — FUNCTIONS (F)		··.			
Building Functions (F-BF)					
Suid new functions from existing functions.	Summary and documental met. Cite examples from the			ster, and stan	are trut
F-BF.4a			<u>"</u>		
4. Find inverse functions.	Important Mathematical Ideas		2		- •
a. Solve an equation of the form $f(x) = c$ for a simple function f that has		1	2	3	4
an inverse and write an expression for the inverse. For example, $f(x) = 2 x^2 \operatorname{cr} f(x) = (x+1)/(x-1)$ for $x \ne 1$.					
Now. Include empire radical, rabonal, and exponential functions; emphasize common effect of	Skills and Procedures	+	+	-	
each transformation across function types.		1	2	3	•
	Mathematical Relationships	+ 	1 2	'	
		ı	4	,	•
	Summary / Justification / E	:Vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
make are compacted according a make fulful a second					
	Portions of the domain, ck developed in the instruction	ister, and si nai meteris	landard that are la (if any):	missing or n	t well
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	Overall Rating	4-			 ,
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	eviewed By:				
TI NEGEBRA E — FUNCTIONS (F)	leviewed By: title of Instructional Material	 s:			
TI LGEBRA II — FUNCTIONS (F) rigonometric Functions (F-TF)	itle of Instructional Material	ion of how (ster, and sten	lant are
Ti LIGEBRA E — FUNCTIONS (F) rigonometric Functions (F-TF) Extend the domain of trigonometric functions using the unit circle.	stile of Instructional Material Summary and documentat met. Cite examples from the	ion of how (e materials		ster, and sten	lant are
LIGEBRA 8 — FUNCTIONS (F) rigonometric Functions (F-TF) Extend the domain of trigonometric functions using the unit circle. F-TF.1 Understand radian measure of an engle as the length of the arc on the unit	itle of Instructional Material	ion of how to materials	·		
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LGEBRA 8 — FUNCTIONS (F) rigonometric Functions (F-TF) Extend the domain of trigonometric functions using the unit circle. F-TF.1 Understand radian measure of an engle as the length of the erc on the unit	Summary and documental met. Gite examples from th Important Mathematical Ideas	ion of how to materials	·		
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LIGEBRA 8 — FUNCTIONS (F) rigonometric Functions (F-TF) Extend the domain of trigonometric functions using the unit circle. F-TF.1 Understand radian measure of an engle as the length of the arc on the unit	Burmary and documentat met. Gite examples from th Important Mathematical Ideas Skals and Procedures	ion of how to materials	2	3	+
LGEBRA 8 — FUNCTIONS (F) rigonometric Functions (F-TF) Extend the domain of trigonometric functions using the unit circle. F-TF.1 Understand radian measure of an engle as the length of the erc on the unit	Summary and documental met. Gite examples from th Important Mathematical Ideas	ion of how (2	3	
LGEBRA 8 — FUNCTIONS (F) rigonometric Functions (F-TF) Extend the domain of trigonometric functions using the unit circle. F-TF.1 Understand radian measure of an engle as the length of the erc on the unit	Burmary and documentat met. Gite examples from th Important Mathematical Ideas Skals and Procedures	on of how is materials	2	3	+
LGEBRA 8 — FUNCTIONS (F) rigonometric Functions (F-TF) Extend the domain of trigonometric functions using the unit circle. F-TF.1 Understand radian measure of an engle as the length of the erc on the unit	Summary and documentate met. Gite examples from the Important Mathematical Ideas. State and Procedures. Methematical Relationships	ion of how to materials	2	3	+
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LIGEBRA 8 — FUNCTIONS (F) rigonometric Functions (F-TF) Extend the domain of trigonometric functions using the unit circle. F-TF.1 Understand radian measure of an engle as the length of the erc on the unit circle subtended by the angle.	Summary and documentate met. Gite examples from the Important Mathematical Ideas. State and Procedures. Methematical Relationships	ion of how to materials	2	3	+
LIGEBRA 8 — FUNCTIONS (F) rigonometric Functions (F-TF) Extend the domain of trigonometric functions using the unit circle. F-TF.1 Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.	Summary and documentate met. Gite examples from the Important Mathematical Ideas. Skills and Procedures. Methematical Relationships. Summary / Justification / E	ion of how is materials.	2	3 3 3	+ + + + + + + + + + + + + + + + + + + +
ALGEBRA 8 — FUNCTIONS (F) rigonometric Functions (F-TF) Extend the domain of trigonometric functions using the unit circle. F-TF.1 Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.	Summary and documentate met. Gite examples from the Important Mathematical Ideas. State and Procedures. Methematical Relationships	ion of how is materials in materials i i i i i i i i i i i i i i i i i i i	2 2 2	3 3 3	+ + + + + + + + + + + + + + + + + + + +
	Summary and documentate met. Cite examples from the Important Mathematical ideas Skills and Procedures Methematical Relationships Summary / Justification / E	ion of how is materials in materials i i i i i i i i i i i i i i i i i i i	2 2 2	3 3 3	+ + + + + + + + + + + + + + + + + + + +
LIGEBRA 8 — FUNCTIONS (F) rigonometric Functions (F-TF) Extend the domain of trigonometric functions using the unit circle. F-TF.1 Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.	Summary and documentate met. Cite examples from the Important Mathematical ideas Skills and Procedures Methematical Relationships Summary / Justification / E	ion of how is materials in materials i i i i i i i i i i i i i i i i i i i	2 2 2	3 3 3	+ + + + + + + + + + + + + + + + + + + +
ALGEBRA 8 — FUNCTIONS (F) rigonometric Functions (F-TF) Extend the domain of trigonometric functions using the unit circle. F-TF.1 Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.	Summary and documentate met. Cite examples from the Important Mathematical ideas Skills and Procedures Methematical Relationships Summary / Justification / E	ion of how is materials in materials i i i i i i i i i i i i i i i i i i i	2 2 2	3 3 3	+ + + + + + + + + + + + + + + + + + + +

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Reviewed By:

F	teviewed By:	***************************************			
,	itle of Instructional Materia	ale-			
ALGEBRA II — FUNCTIONS (F)					
ineer, Quadratic, and Exponential Models (F-LE)					
Construct and compare linear, quadratic, and exponential models and solve problems.	Summary and documents met. Cite examples from t	tion of how he material	the domain, ck s.	ster, and stan	dard are
F-LE-4	Important Mathematical idea	• +			+)
For exponential models, express as a logarithm the solution to $ab^a = a'$ where a , c , and d are numbers and the base b is 2, 10, or a ; evaluate the logarithm using technology.*		ì	2	3	1
Note: Logarithms as aciulions for exponentials.	Skills and Procedures	41			
		i	2	3	4
	Mathematical Relationships	4		···	
	Summary / Justification /	Evidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
muzcase die Citalium (2), sectual(2), march pega(2) istromet.					
	Portions of the domain, cl developed in the instruction	luster, and s onal materi	standard that an als (if any):	e missing or n	ot well
	Overall Rating				
	-	+	2	3	4
R	eviewed By:		•••		
	itle of Instructional Materia	ls:			
LGEBRA II — FUNCTIONS (F) irigonometric Functions (F-TF)					
Extend the domain of trigonometric functions using the unit circle.	Summary and documentat			ster, and stand	lard are
F-1F2	met. Cite examples from the	se matemati	·		
Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.	important Mathematical Ideas	41	2	3	+
	Skills and Procedures	4]			 →
		ì	2	š	4
	Methematical Relationships	(i	2	3	!>
	Summary / Justification / E	vidence			
indicate the chapter(s), section(s), and/or page(s) reviewed.					
,,	Portions of the domain, cit	exter and a	anderd that ere	missing or no	t well
	developed in the instruction	nal meteria	ės (if any):		
	Overall Rating	+			

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F	Reviewed By:				
ĭ	litle of Instructional Materials	ĸ			
.RA II — FUNCTIONS (F)					
gonometric Functions (F-TF)					
odel periodic phenomena with trigonometric functions.	Summery and documentation met. Cite examples from the			ster, and sten	derd are
TF.6	Important Mathemetical Ideas	. I	,	1	
noose trigonometric functions to model periodic phenomena with specified	Disposizione material libraria	*1	2	3	4
plitude, frequency, and midline."		,	4	,	•
	Skills and Procedures	4			
	,	1	2		4
		-	-	-	
	Mathematical Relationships	-			
		i	2	3	4
	Summary / Justification / Ev	ridence			
	,				
dicate the chapter(s), section(s), and/or page(s) reviewed.				·····	
	Portions of the domain, clus developed in the instruction			missing or n	tiew to
	Overall Rating		······································		
		• 	2	3	+>
		<u> </u>			4
Charles A. Dana Center					5
R	Reviewed By:				
T	litle of Instructional Materials	:			
GEBRA II — STATISTICS AND PROBABILITY (8)					
orpreting Categorical and Quartitative Data (S-ID)					
mmarize, represent, and interpret date on a single count or easurement variable.	Summary and documentation met. Cite examples from the			ister, and stan	dard are
IDA	Important Mathematical ideas	4.1			
e the mean and standard deviation of a data set to fit it to a normal tribution and to estimate population percentages. Recognize that there		1	2	3	+
data sets for which such a procedure is not appropriate. Use calculators, eadsheets, and tables to estimate areas under the normal curve.					
	Skits and Procedures	-			-
		1	2	3	4
		-	•	•	•
	Mathematical Relationships	+			
	1	* ,	F	.,	17

Summery / Justification / Evidence

Overall Rating

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

indicate the chapter(s), section(s), and/or page(s) reviewed.

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T	itle of Instructional Material	s:			
GEBRA II — FUNCTIONS (F)					
genometric Functions (F-TF)					
rove and apply trigonometric identities.	Summary and documentati met. Cite examples from the			ster, and stand	and are
-TF.8					
rove the Pythagorean identity $\sin 2(\theta) + \cos 2(\theta) = 1$ and use it to find $\sin(\theta)$,	Important Mathematical Ideas		···· ;	,	4
$\cos(\theta)$, or $\tan(\theta)$ given $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ and the quadrant of the angle.		•	-	•	
	Skills and Procedures	+	2		+
		1	2	,	•
	Mathematical Relationships	+		- 	
		1	2	3	•
	Summary / Justification / E	ridence			
ndicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, clu	ter, and s	anderd that are	missing or no	i weii
	developed in the instruction	ial materia	ls (if any):		
	}				
	Overall Rating	++	······		
·		`;	2	3	4
e Charles A. Dona Center					52
1	Reviewed By:	-,-,,			
•	Title of Instructional Material	•			
GEBRA II STATISTICS AND PROBABILITY (S)		<u></u>			
sking inferences and Justifying Conclusions (S-IC)					
Inderstand and evaluate random processes underlying statistical	Summary and documentate	on of how	the domain, clu	ster, and stan-	fard are
xperiments.	met. Cite examples from th	deinetem e	<u> </u>		
HG.1	Important Mathemetical Ideas	+			
Inderstand statistics as a process for making inferences about population arameters based on a random sample from that population.		3	2	3	4
manifestion and the contraction of the state					
	Skills and Procedures				
	Sales and Procedures	4	-+-		
			3	1	
		ł	2	3	+
		1	2	3	
	Mathematical Relationships	· · · · · ·	- 		
	Mathematical Relationships	· · · · · · · · · · · · · · · · · · ·	2 	3	+++++++++++++++++++++++++++++++++++++++
	Mathematical Relationships	· · · · · · · · · · · · · · · · · · ·	- 		+
	Mathematical Relationships Summary / Justification / E	•	- 		++
	·	•	- 		+
ndicate the chaptar(s), section(s), and/or page(s) reviewed.	·	•	- 		+
ndicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / E	vidence	2 2	3	1
ndicate the chapter(s), section(s), and/or page(s) reviewed.	·	vidence	2 2 tandard that ar	3	1
ndicale the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / E	vidence	2 2 tandard that ar	3	1
ndicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / E	vidence	2 2 tandard that ar	3	1
ndicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / E	vidence	2 2 tandard that ar	3	1
ndicale the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / E	vidence	2 2 tandard that ar	3	1

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LGEBRA II STATISTICS AND PROBABILITY (S)					
laking inferences and Justifying Conclusions (S-IC)					
Understand and evaluate random processes underlying statistical experiments.	Summary and documentation met. Cite examples from the			ster, and stan	dard are
8+G.2	Important Mathematical Ideas				
Decide If a specified model is consistent with results from a given data- generating process, e.g., using simulation. For example, a model says a spinung con falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?.	33) Montain Manna Indoor	1	2	3	4
	Skills and Procedures	445			+
4	TTTTTTTTTTTTTTTTTTTTTTTTTTTTTTTTTTTTTT	i	2	3	•
	Mathematical Relationships	4			
		1	2	3	•
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, clu- developed in the instruction			missing or n	ot well
	Overall Rating				
	CVeras resung	←	2	-	- +
	<u> </u>				
he Charles A. Dana Center					
	Leviewed By:				5.5
R	i.eviewed By: itte of Instructional Material	£			
R TI ALGEBRA II STATISTICS AND PROBABILITY (3)	•	x			
R TI ALGEBRA II — STATISTICS AND PROBABILITY (S) taking inferences and Justifying Conclusions (S-IC) Make inferences and justify conclusions from sample surveys,	itle of Instructional Material	on of how		ster, and stan	55
R TI ALGEBRA II — STATISTICS AND PROBABILITY (S) Baking inferences and Justifying Conclusions (S-IC) Make inferences and justify conclusions from sample surveys, experiments, and observational studies.	tide of Instructional Material:	on of how		ster, and stan	55
R TI LGEBRA II — STATISTICS AND PROBABILITY (S) laking inferences and Justifying Conclusions (S-IC) Make inferences and justify conclusions from sample surveys, experiments, and observational studies. S-IC.4	itle of Instructional Material	on of how meterials		ster, and stan	55
R TI ALGEBRA II — STATISTICS AND PROBABILITY (S) Baking interences and Justifying Conclusions (S-IC) Make inferences and justify conclusions from sample surveys,	itle of Instructional Material Bummary and documentationst. Cite examples from the	on of how		ster, and stan	55
R LIGEBRA II STATISTICS AND PROBABILITY (S) laking inferences and Justifying Conclusions (S-IC) Make inferences and justify conclusions from sample surveys, experiments, and observational studies. S-IC-A Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random	itle of Instructional Material Bummary and documentationst. Cite examples from the	on of how meterials			55
R ALGEBRA II STATISTICS AND PROBABILITY (S) Baking interences and justify of conclusions (S-IC) Make inferences and justify conclusions from sample surveys, experiments, and observational studies. S-IC.4. Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random	Bummary and documentations. Cite examples from the Important Mathematical Ideas	on of how meterials			55
Ti ALGEBRA II — STATISTICS AND PROBABILITY (5) Making inferences and justifying Conclusions (S-IC) Make inferences and justify conclusions from sample surveys, experiments, and observational studies. S-IC.4 Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random	Bummary and documentations. Cite examples from the Important Mathematical Ideas	on of how meterials	2	3	dard are
R ALGEBRA II STATISTICS AND PROBABILITY (S) Baking inferences and Justifying Conclusions (S-IC) Make inferences and justifying conclusions from sample surveys, experiments, and observational studies. S-IC.4 Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random	Bummary and documentationst. Cite examples from the Important Mathematical Ideas Skills and Procedures	on of how meterials	2	3	dard are

Make inferences and justify conclusions from sample surveys, experiments, and observational studies.	Summary and documentation of how the domain, cluster, and standard ar met. Cite examples from the materials.						
8-IC.4	Important Mathematical Ideas	4+					
Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.		1	2	3	4		
	Skills and Procedures	44			4		
		1	2	3	4		
	Mathematical Relationships	4.1					
		1	2	3	4		
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / E	Y DOCK LO					
	Portions of the domain, clu developed in the instruction			e missing or :	sot well		
	Overall Rating						
	Oran Rading	(2	3	4		
					57		

king Inferences and Justifying Conclusions (S-IC) also inferences and justify conclusions from sample surveys,	Summary and documental	ion of how	the domain ck	ustes and aten	deed a
ace energices and justice concussions from sample surveys, openments, and observational studies.	met. Cite examples from t				
c.a	Important Mathematical Ideas	4.4			
cognize the purposes of and differences among sample surveys, periments, and observational studies; suptain how randomization relates sach.		ì	ì	3	,
	Skills and Procedures	4			
		ì	2	3	4
	Mathematical Relationships	++			
		ì	2	3	4
	Summary / Justification / I	ividence			
ticate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, ch			e missing or n	ot well
	developed in the instruction				
	developed in the instruction	4			

Reviewed By:	
Tide of locanicional Materials:	

ALGEBRA II - STATISTICS AND PROBABILITY (S)

Make inferences and justify conclusions from sample surveys, experiments, and observational studies.	Summary and documentation of how the domain, cluster, and standard a met. Cite examples from the metarials.				ard art
84G.6 Use data from a randomizad experiment to compare two treatments; use	Important Mathematical ideas	4	+	-	-+
simulations to decide if differences between parameters are significant.		•	•		,
	Skills and Procedures	+	3	3	+
	Mathematical Relationships	41			-+
		1	2	3	4
	Summary / Justification / E	ridence			
indicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, clu developed in the instruction	missing or no	il well		
	Overall Rating	++			→

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:	Reviewed By:				
AA II STATISTICS AND PROBABILITY (S)	Title of Instructional M	alenals:			
Making inferences and Justifying Conclusions (8-IC) Make inferences and justify conclusions from sample surveys, experiments, and observational studies. Summary and documentation of how the domain, cluster, met. Cite examples from the materials.					
S-IC.5 Evaluate reports based on data.	Important Mathematica			 3	i
	Skulls and Procedures	+	3	3	
	Mathematical Reletions	hips 4	1 2	3	
	Summary / Justificat	ion / Evidence			
	Portions of the doma developed in the inst			are missing or	not well
	Overaž Rating	1	1 2	3	++
The Charles A, Dona Cepter					3
	Reviewed By:				
ALGEBRA II — STATISTICS AND PROBABILITY (S) Using Probability to Make Decisions (S-MD)	Title of Instructional Ma	aterials:			
Use probability to avaluate outcomes of decisions	Summary and docum met. Cite examples fr	entation of how om the materials	the domain, c	luster, and sta	ndard an

s probability to availuste outcomes of decisions Summary and documentation of how the domain, cluster, and stand- met. Cite examples from the meterials.				dard are		
S-80.7 (+) Analyze decisions and strategies using probability concepts (e.g., product	cisions and strategies using probability concepts (e.g., product					
tosting, medical testing, pulling a hockey goalle at the end of a game). Nose include more complex attuations.		3	2	5	•	
	Skills and Procedures	+	2	3	1+	
	Methematical Relationships			1		
	·	`i	2	3	4	
	Summary / Justification / Evidence					
Indicate the chapter(s), section(s), and/or page(s) reviewed.						
	Portions of the domain, cluster, and standard that are missing or not developed in the instructional meterials (if any):					
	Overall Rating	. •				
	,	1	2	3	-;•	

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Title of Instructional Material	s:	***************************************

ALGEBRA II - STATISTICS AND PROBABILITY (S)

Using Probability to Make Decisions (S-MD)

Summary and documentation of how the domain, cluster, and standard met. Cite examples from the materials.				
Important Mathematical Ideas	+	2	3	+
Skills and Procedures	+			-
	i	2	3	1
Mathematical Relationships			,	,
	ì	2	3	4
Summary / Justification / Ex	ridence			
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):				
Overall Rating				
	met. Cite examples from the Important Mathematical Ideas Sidis and Procedures Mathematical Relationships Summary I Justification I for Portions of the domain, caudeveloped in the instruction	met. Cite examples from the materials. Important Mathematical ideas Skills and Procedures Mathematical Relationships Summary / Justification / Evidence Portions of the domain, cluster, and st developed in the instructional material	met. Cite examples from the materials. Important Mathematical Ideas 1 2 Skills and Procedures 1 2 Mathematical Relationships 1 2 Summary I Justification I Evidence Portions of the domain, cluster, and standard that are developed in the instructional materials (if any):	met. Cise examples from the materials. Important Mathematical Ideas 1 2 3 Sidis and Procedures 1 2 3 Mathematical Relationships 1 2 3 Summary / Justification / Evidence Portions of the domain, cluster, and standard that are missing or indeveloped in the instructional materials (if any):

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